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ABSTRACT

Prepared as part of the accreditation process, this self-study report by Rio Salado Community College (RSCC) reviews the history and assesses the current status of the college. Chapter I offers an introduction and overview of the self-study process, RSCC's accreditation history, and responses to the recommendations made by the North Central Association to RSCC in 1981. Chapter II presents and assesses RSCC's mission and purpose, contrasting mission statements from 1978 and 1985. Chapter III examines the adequacy and organization of RSCC's resources, focusing on governance and administration, administrative and support staff, credit and non-credit faculty, credit and non-credit students, student services, facilities, equipment, instructional support services, and financial resources. In chapter IV, RSCC's success in accomplishing its purposes is assessed, highlighting accomplishments in the areas of educational innovations, general education, transfer education, articulation agreements, programs for industry, the occupational education master plan, cooperative education, the Professional Training and Development Center, basic skills programs, educational partnerships with government and business/industry, student services, programs for special student groups, and community cultural events. Chapter IV concludes with an assessment of RSCC's quality in the areas of student achievement, administrative and educational services, institutional life, and contribution to outside communities. Finally, chapter V offers an overview of RSCC's stability from the perspective of its external and internal environments, and explains the college's planning philosophy and process. Appendices include information on the self-study process, financial data, a list of certificate and degree programs, and sample forms. (AYC)

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COMMUNITY COLLEGE

1986
SELF - STUDY
REPORT

JC 860 326

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PREFACE

March 14, 1986, will mark the eighth anniversary of the establishment of Rio Salado Community College. Developed and operational in six months, Rio Salado Community College was surrounded by controversy in its early years as it pursued its mission of innovation. However, Rio Salado has, over the past several years, gained acceptance and positive recognition both locally and nationally for its unique approach to providing adult education.

The self-study experience, although arduous and time-consuming (when, of course, no one seems to have additional hours to spare), ends on a very positive note. By delving into Rio's past and by objectively measuring the Rio of today, the Evaluation Committee has described an institution with the same vitality and enthusiasm that made the early Rio Salado Community College so dynamic. But the self-study also shows an institution that has matured significantly to emphasize not only rapid growth and change, but educational quality and excellence and institutional stability.

The Evaluation Committee is pleased to provide the North Central Accreditation Team with this comprehensive report about Rio Salado Community College.

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Self-Study Coordinator

Charles A. Green

Dr. Charles A. Green
President

MARICOPA
COMMUNITY
COLLEGES

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CHAPTER I: INTRODUCTION AND OVERVIEW

INTRODUCTION

The College team which conducted this self-study has attempted to show not only a snapshot of Rio Salado Community College as it exists today but to give some historical perspective to illustrate changes which have taken place since the self-study in 1981. The purpose of this self-study is to provide the North Central Association with evaluative information demonstrating that Rio Salado Community College complies wiht the Commission's criteria for continued accreditation.

The self-study process began in April, 1984, when Dr. Joyce K. Elsner, then the Self-Study Coordinator, designated nine committees to conduct various parts of the study (Appendix A). The entire college staff was involved in committees to ensure broad participation in evaluation of the college.

In January, 1985, Dr. Elsner assumed substantial additional administrative responsibilities; consequently, a new Self-Study Coordinator, Carol Scarafiotti, was appointed. After attending the 1985 North Central Accreditation Conference in Chicago, the new Self-Study Coordinator made some modifications to both the original plan and timelines so that the final report would follow NCA's four-criteria format. The new chairperson did not restructure the original committees which were well into the collection and evaluation of data, but instead altered the format of the reports.

The Evaluation Committee utilized both objective and subjective data in evaluating the institution. That is, Maricopa County Community College District's information systems provide each college with ample data on enrollments and budgets. The Evaluation Committees collected this data and formatted it into useable charts and illustrations. The more subjective data came from evaluations administered both by the District and by the College, and from personal interviews conducted by some of the evaluation teams. As each team evaluated the numerous aspects of the college, it also documented any change which had taken place in the last five years.

The most recent significant change in Rio Salado Community College took place December 16, 1985, when Dr. Charles A. Green became Rio Salado's new president succeeding Myrna J. Harrison.

ACCREDITATION HISTORY

In 1978 The North Central Association of Colleges and Schools granted Rio Salado Community College its candidacy for Accreditation Status. During the biennial visit, the Evaluation Team recommended that Rio Salado Community College be continued as a candidate for Accreditation Status and that a second biennial evaluation be scheduled in two years.

However, in 1981 Rio Salado requested that an evaluation for accreditation at the Associate Degree granting level be conducted. The NCA Evaluation Team conducting the 1981 visit recomended that Rio Salado be accreditated at the Associate Degree granting level and that a re-evaluation be scheduled in five years, 1986-87, to review the "status of program involvement, physical facilities, district relationhips, and follow-up on graduates."

In December of 1985 Rio Salado completed the final draft of its self-study. The institution is currently preparing for the visit of the evaluation team in March of 1986.

RESPONSE TO 1981 NCA RECOMMENDATIONS

1. **At Rio Salado Community College both credit and non-credit courses play a key part in the development of the college. Care should be taken to ensure the development of both areas and that neither becomes subservient to the other.**

   Response

   The intent behind this concern was to ensure that Rio Salado Community College would give adequate attention to the non-credit programs. In 1981, the majority of Rio Salado's non-credit programs were funded by grants. It did not take long for the Rio Salado administration to realize that programs funded solely by grants were very vulnerable. After four programs lost their funding, Rio Salado Community College changed its strategy for non-credit programs.

   The new strategy incorporated non-credit programs under the umbrella of existing credit programs, thus helping to strengthen the non-credit components. Under this structure, non-credit and credit administrators worked together instead of competing against each other. The goal of the grant-funded, non-credit programs is that they will become self-sufficient under this new structure.

2. **The Skill Center is a highly productive, innovative, and invigorating educational adventure. Care must be taken to ensure that the Center has flexibility in both curriculum and staffing.**

   Response

   The Skill Center remains Rio Salado Community College's most flexibile component in the areas of curriculum and staffing. However, in order to continue operating as such, the Skill Center Director realized the need to shift the Center to a more reliable funding source. Beginning in September, 1985, the Skill Center will receive state funding for those students who complete its programs. The new funding source will assure the continued operation of the Skill Center.

3. **The Maricopa Community College District should consider early evaluation of the Skill Center courses for credit equivalence to allow easy transferability within the District.**

Response

The Skill Center has devised a model process which provides its practical nursing graduates with the opportunity to obtain credit equivalence for their training. This process developed by the Skill Center and the District Nursing Curriculum Council allows Skill Center students to have their transcripts evaluated for college credit when they apply to any district nursing program. A similar process is being developed for the welding and data entry programs with future plans to replicate the process in numerous other curricula also.

4. **While there is some evidence of staff in-service training, Rio Salado Community College might consider a more comprehensive approach with appropriate records being maintained.**

Response

Since the team visit in 1981, the District has assumed a major role in providing staff development for all levels of employees. The District Staff Development Program offers a variety of documented activities such as monthly management breakfasts which feature nationally known speakers on relevant educational topics. In addition, Rio managers and faculty are encouraged to participate on District-level task forces which are also considered staff development. For instance, at the end of each year, the District Task Forces culminate in an intensive planning retreat where the participants develop the major educational objectives for the upcoming year.

The District also provides funds for faculty in-service training such as the two-year Faculty Computer Literacy Staff Development Project in which Rio Salado Community College faculty participated. Various task forces have also sponsored nationally known speakers such as John Roueche at faculty functions.

The District Staff Development Program offers fewer activities for the professional staff employees and the part-time faculty; consequently, Rio Salado concentrates its staff development on these two groups. Faculty orientations are designed to include presentations on instructional techniques. In spring 1985, Rio Salado Community College conducted its first annual "Rio Day" for all employees, which included sessions on topics such as "Telephone Etiquette," and "Legal Issues In Education," and the "General Education Requirements." The activity was mainly designed for the professional staff. A listing of the Rio-sponsored staff development activities is located in Exhibit A 13.

5. **Rio Salado Community College should review the organization and staffing of student services to ensure optimum delivery of services to students and articulation within all areas of student services.**

   Response

   In 1982, Rio Salado Community College decentralized its Student Services, placing all personnel in the service areas in order to better deliver services to students. Each area directly serving students now has either a program advisor or counselor or both. Also, each area has a budget to support additional services such as free forums, scholarships, and tutoring. The decentralization has allowed Rio Salado to customize its student services to meet unique requirements of the populations which it serves.

6. **It is hoped that additional computer capability next year will provide on-line registration at area sites and expedite the tuition billing process, maintenance of records, and transcript developments.**

   Response

   Each year since 1981, Rio Salado Community College has benefited from expanded computer capability. With the addition of terminals at each area, the sites now have instant access to vital registration information. Williams Air Force Base is now piloting total registration activities including on-line registration, records update, grade input, and transcript (unofficial) evaluation. This model will be duplicated at Luke Air Force Base. The College goal is to have similar operations at the area offices within one year.

7. **With continued program expansion, Rio Salado Community College will need to consider the addition of academic and occupational program development specialists on a permanent basis to develop and maintain quality programs.**

   Response

   Over the past four years Rio Salado Community College has experimented with several models for the inclusion of permanent program specialists. Early on, full-time faculty members from sister community colleges were assigned to Rio Salado Community College for one to two years to serve this function. However, this arrangement was never really satisfactory because there were only two faculty to cover all vital areas. Two years ago, Rio Salado Community College, under the District H.I.R.E. Program, employed three more full-time faculty who, as part of their responsiblity, worked as program specialists. However, even this arrangement was not extensive enough to represent the many discipline areas in Rio. Currently, Rio Salado Community College is working on a more extensive plan using both full- and part-time faculty as discipline specialists. The plan will eventually provide specialists for all discipline areas and appears to be comprehensive enough to provide Rio's part-time faculty with the necessary support and assistance.

8. **The District and the College should work with the State Board and the Arizona Legislature to develop legislation to govern the rental of facilities by one public body to another to help limit rental costs.**

   Response

   This concern relates to the period when Rio Salado Community College administrators were bothered over the rapidly increasing rates for the rental of high school facilities. At the time, the yearly rental rates for various high school facilities were escalating beyond what was considered a fair rate. However, careful negotiations between Rio Salado Community College and high school administrators have halted the escalation, and therefore, the perceived need for legislative regulation of rental rates no longer exists.

9. **Rio Salado Community College should reexamine its total organizational pattern, especially the diverse nature of responsibilities under alternative education.**

   Response

   Rio Salado Community College annually reevaluates its organizational pattern to keep it as fluid and responsive as possible. At the present time the position of Dean of Alternative Education no longer exists. Rio Salado now has a flat organizational structure with six Associate Deans reporting to the Dean of Instruction, and one Associate Dean reporting to the Director of Corporate Services.

10. **Rio Salado Community College should always maintain open channels of communication through the District. It should continue to improve public relations and rapport with the academician on other Maricopa District campuses.**

Response

The Rio Salado Community College administrative personnel have made major inroads in improving public relations and rapport with the faculty and staff of Rio's sister colleges. The campuses' more positive acceptance of Rio Salado Community College is evident in many of the joint projects involving Rio Salado and the other colleges. For example, Phoenix College has asked Rio Salado to provide adult basic education (English as a Second Language, basic literacy skills, GED preparation, and sections of these programs for the deaf) as part of the Phoenix College Developmental Education Program. In addition, the Adult Basic Education Program provides non-credit English as a Second Language classes at Glendale Community College and a full range of Adult Basic Education services at Maricopa Technical Community College, Scottsdale Community College, the Chandler-Gilbert Center, and South Mountain Community College.

All six of the Maricopa Community Colleges have joined with Rio Salado Community College in forming the Corporate Services Division which will broker educational programs to the college(s) best suited to provide the service. The Director of the program is the former Dean of Education at Rio Salado. The Presidents of the other colleges requested that the program's director, report to the president of Rio Salado Community College, although the program is district-wide.

Scottsdale Community College, Phoenix College, and Rio Salado Community College are using Rio Salado's teleconferencing capability to provide more sophomore-level courses which ordinarily have indequate enrollment when offered in a more traditional mode at one campus.

11. **A permanent home for Rio Salado Community College should continue to be pursued to provide adequate administrative support services as the college grows and matures.**

Response

The advantage of renting Rio Salado Community College's major administrative building was diminishing as the cost of rent increased in the downtown area. The Governing Board gave Rio Salado's President approval to begin the search for a permanent home both for Rio Salado Community College administrative offices and for the Maricopa Skill Center. Both are currently renting facilities. Rio Salado Community College and the Skill Center will have by Board action separate facilities.

However, Rio Salado Community College will continue to rent for approximately two to three years until the appropriate site has been selected.

12. **Faculty should provide more specialized input in course and program development than now available in the college; give some assurance to continuency of part-time faculty subject to budget or class needs; and provide reasonable representation of the college to District faculty bodies by persons perceived to be recognized, continuing faculty.**

Response

With the addition of at least one permanent faculty member each year, Rio Salado now has a small cadre of faculty who cover some of the basic disciplines such as English, reading, data processing, and counseling, and who provide administration with sound, academic guidance in program development. Rio Salado also continues to rely heavily on the input from advisory committees, which now include at least one full-time faculty member from Rio Salado or from sister colleges. These two sources provide Rio Salado with specialized input needed for program development.

Although it cannot guarantee part-time faculty continued employment, Rio Salado has designed several activities to promote esprit de corps among the part-time faculty. One of the most successful is the faculty recognition reception where outstanding faculty are honored and have the opportunity to meet top level administration from Rio Salado and the District.

13. **The development of precise job descriptions for each administrator would help in providing a more efficient organization and an avoidance of overlap.**

Response

As Rio Salado Community College has matured as an organization, the administrative borderlines have become well-defined, and consequently the problem of overlap does not exist. Official job descriptions are available in the President's office. (Exhibit A 6)

In addition, the district has hired the Hay Management Group to complete a district-wide reclassification study this year. All job descriptions, with the exception of faculty, are being reviewed and rewritten.

GENERAL INSTITUTIONAL REQUIREMENTS

This section summarizes the compliance of Rio Salado Community College with the North Central Association's general institutional requirements.

1. **The institution has formally adopted a statement of mission appropriate to a post-secondary educational institution.**

   Rio Salado Community College was established March 14, 1978, as the sixth college in the Maricopa Community College District with a statement by the Governing Board which specified that its mission was to provide a wide range of educational opportunities to the adult residents of Maricopa County, through easily accessible community locations and alternative delivery systems. The intent of the original mission statment remains unchanged; wording has been updated to clarify the mission.

2. **The institution offers one or more educational programs (or curricula) consistent with that mission, including general education at the post-secondary level as an essential element of, or a prerequisite to, its principal program(s).**

   As a comprehensive community college, Rio Salado Community College offers three types of associate degrees and many certificates of completion in occupational areas. The Associate of Arts is generally designed as the transfer degree. The Associate of General Studies is designed as a terminal degree but may transfer in part to Arizona State University or the University of Arizona toward advanced work or as a whole if planned with a Bachelor's of General Studies at Northern Arizona University. The Associate of Applied Science is the degree designed to provide specific occupational degree curricula.

   Rio Salado now has twenty-nine specific degree programs and thirty-eight certificates. The institution has diligently followed the district's curriculum procedures to develop model curricula to meet the needs of its constituents. Community/Business/Industry advisory boards are active participants in developing sound content in each certificate and degree program.

   Each of Rio Salado's degree and certificate programs, as of October, 1985, is shown in Appendix C.

3. **The institution has adopted a statement specifying the potential students it wishes to serve, and admits students to its programs under admission policies compatible with this statement and appropriate to its programs.**

   Rio Salado Community College has identified the target populations and those unserved or underserved persons specified in its Mission Statement. The District Admissions policy is broad in scope and, when vigorously publicized, works for the admission of all of its potential students.

   The policy, briefly summarized, states that admission be granted to any student

   1. who is a high school graduate.
   2. who has a GED.
   3. who is 18 years of age or older.
   4. who is a transfer student in good standing.
   5. who is 18 and has scored at the 90th percentile or higher on the American College Test or Scholastic Aptitude Test.
   6. who meets the criteria for admission of special student as listed in the 1986 College Catalog, page 10.

4. **The institution enrolls students in at least one post-secondary educational program normally requiring at least one academic year (or the equivalent) for completion, and has students actually pursuing such a program at the time of the Commission's evaluation.**

   Rio Salado has numerous degree and certificate programs. In the academic year 1984-1985 the institution granted 149 degrees. Of that total, 24% were Associate of Arts, 34% were Associate of General Studies, and 42% were Associate of Applied Sciences.

   In the Fall of 1985, 150 students have applied for graduation and 70 students have applied for certificates of completion.

5. **The institution awards to each person successfully completing an educational program a certificate, diploma, or degree appropriately describing the demonstrated attainment of the graduate.**

   Rio Salado Community College grants the Associate of Arts Degree, the Associate of General Studies Degree, and the Associate of Applied Science. The competencies covered in the Associate of Applied Science Degree and the certificates of completion are provided to the students with their degree or certificate.

6. **The institution has a charter and/or other formal authority from an appropriate governmental agency authorizing it to award any certificate, diploma, or degree it awards.**

   The Maricopa County Community College District was created through legislation passed by the Arizona State Legislature in 1960 (Arizona Revised Statues 15-666 through 15-679) which provided for the establishment and governance of a community college district. This included the authority to issue degrees and certificates. Rio Salado Community College was created by the district as a comprehensive, degree-granting college recognized by the Arizona State Board of Community Colleges and the U.S. Office of Education, Accreditation, and Eligibility Unit.

7. **The institution has all the necessary operating authorities in each jurisdiction in which it conducts activities.**

   Rio Salado Community College was established by action of the Maricopa Community College District Governing Board. Its functions and areas of jurisdiction have been defined, and it is fully empowered to act within the limitations of the laws of the State of Arizona and the policies and regulations enacted by the State Board of Directors of Community Colleges and the Maricopa Community College District Governing Board.

8. **The institution has formally designated a chief executive officer or has formally organized and staffed a chief executive office.**

   Dr. Charles A. Green is the President of Rio Salado Community College. As chief executive officer of the college, he administers a semi-autonomous institution under the District Chancellor, Dr. Paul Elsner and the Maricopa County Community College District Governing Board.

9. **The institution has a governing board that includes representation reflecting the public interest.**

   Rio Salado Community College is one of seven units governed by the five member governing board. The members of the Board are elected to represent one of the county supervisorial districts and are elected by the voters at a general election. This gives exceptionally wide and well-publicized representation to the selection of members. Members of the Board are therefore quite representative of their communities and spend considerable time and effort in getting to know their constituency throughout their terms of office.

10. **The institution documents a funding base, financial resources, and plans for financial development adequate to carry out its stated purpose.**

    As a unit of the Maricopa County Community College District, the college is funded through county taxation, state revenues and tuition from students. Funds are allotted to each college for absolute basic costs with additional funds granted for well-planned, program-decision packages.

11. **The institution has its financial statements externally audited on a regular basis by a certified public accountant or state audit agency. The institution makes available to the public on request the most recently audited financial statements (or a fair summary thereof), including the auditor's opinion.**

    The Maricopa County Community College District publishes a comprehensive analysis each year of its fiscal situation, including the budgets of each college in the system. It includes the budgets of the district office and various special programs and categories, as well as sources of revenue, tax-rate analysis, and budgetary trends. These documents are available, on request, to the public. Public hearings are conducted on each annual budget before adoption by the governing board. Audited financial statements are also available for public inspection. In addition, various audits of college transactions and inventory are carried out on a systematic basis throughout the year.

12. **The institution makes freely available to all interested persons (and especially its present and prospective students) accurate, fair, and substantially complete descriptions of its programs, activities, and procedures.**

    Rio Salado Community College publishes and distributes as widely as possible materials to publicize its programs, activities, and procedures. Catalogs, schedules, flyers, and program brochures are regularly published and disseminated. An active marketing approach is taken to acquaint the public with Rio Salado's programs, activities, and service to the community.

    Several of the area offices produce tabloid site schedules that carry information about Rio Salado Community College to several hundred thousands of homes in Maricopa County.

13. The institution will have graduated at least one class in its principal programs before the Commission's evaluation for accredited status.

In the past four years Rio Salado Community College has awarded numerous degrees and certificates as illustrated by the following chart.

	Degrees	Certificates
1981-1982	120	221
1982-1983	190	248
1983-1984	144	107
1984-1985	149	181

CHAPTER II: MISSION AND PURPOSE

The Institution has clearly and publicly-stated purposes, consistent with its mission and appropriate to a post-secondary educational institution.

INTRODUCTION

Since its inception in 1978, Rio Salado Community College has retained the essence of its original mission--to take education to the people of Maricopa County. However, over the years, Rio Salado Community College has revised and restated the College's mission and purposes in an attempt to state more precisely the underlying objectives which make Rio Salado Community College a unique post-secondary institution, committed to quality education.

This chapter reviews the historical development of Rio Salado Community College's mission and purpose statements and explains the criteria which were used to evaluate the most current statement of its mission and purposes.

MCCCD STATEMENT OF PHILOSOPHY

Rio Salado's mission and purpose statements reflect much of the philosophy of both the State Board of Directors for Community Colleges in Arizona and of the Maricopa County Community College District.

The State Board of Directors for Community Colleges in Arizona adopted a statement of philosophy that was incorporated in its entirety by the Maricopa Community College District as its guiding philosophy in 1972-73, five years before the establishement of Rio Salado Community College:

> The philosopy of the Arizona community college system is a reflection of the purpose of a free democratic society: government of, by, and for the people. This can be best achieved by an educated populace so that all may exercise intelligently and morally the rights, privileges, and duties of self-government. This entails the affirmation that each individual has worth and dignity, must be afforded an opportunity to develop skills and talents, and must share the responsibilities of providing educational services with the community.
>
> Further, the philosphy recognizes that education is a vital, lifelong process that--like the society to which it responds--is never static or completely realized. Education in a democratic society aims to equip all members with the knowledge and techniques necessary for coping with the economic, social, and political dynamics affecting not only the individual but also the community.
>
> It is therefore appropriate that the individual, the community, and the state should share the financing and governance of the community college system. At the district level, fiscal and educational policy can be determined by local needs. At the state level, it is imperative to establish standards, and to assess and coordinate needs and services in the best interest of the state.
>
> Because the communities in Arizona differ widely in demographic, economic, and geographical characteristics, the community colleges of Arizona must be permitted relative autonomy and variety of curricula. But, each community college must be committed to the following general objectives:

1. To offer the first two years of baccalaureate parallel or preprofessional courses of the highest quality, so that students enrolled in transfer programs may complete study for the baccalaureate in four-year colleges and universities.

2. To provide occupational programs in technical, vocational, and paraprofessional fields leading to an associate degree or a certificate, and to provide retraining and upgrading of skills in these fields, so that students enrolled in occupational programs are qualified to meet current needs of the labor market.

3. To provide appropriate general education for all citizens, so that they may perform their personal and professional roles more effectively, and exercise their obligations and privileges as citizens more intelligently.

4. To offer programs in continuing education for those who wish to improve professional skills, acquire new ones, or expand their fields of knowledge and general interest.

5. To provide sound academic and occupational counseling, including job placement services, so that students may learn to define their goals clearly and pursue them realistically.

6. To provide cultural and community service programs for the enrichment of the community, and to encourage the use of community college facilities and services by all citizens of the community for educational and cultural purposes.

Finally, a democractic society prizes and values individual differences. The role of the community college is to encourage men and women of all ages to develop their skills and talents differently, each according to abilities and interests, so that collectively they contribute to the continuum of democracy.

RIO SALADO COMMUNITY COLLEGE MISSION 1978

On March 14, 1978, the Maricopa County Community College District Governing Board established its sixth college to serve as a county-wide, campus-free institution. Since that date, Rio Salado Community College has been a force for change within the system. The mission and objectives grew out of studies conducted by faculty committees, by the Chancellor's Executive Council, and by Tadlock Associates, Inc. By May, 1978, the mission and objectives for the institution stated:

> The Mission: Rio Salado Community College will provide opportunities for lifelong learning throughout Maricopa County, utilizing a variety of instructional delivery systems to ensure that all interested persons reach their full human potential.
>
> In addition, Rio Salado Community College will involve human and physical resources, services and facilities available in the communities throughout the District.
>
> Rio Salado Community College will serve the citizens of Maricopa County by offering programs of study in easily accessible community locations. These programs include those listed below:
>
> Adult and Continuing Education
> Career Education
> Student Support Services
> Community Services
> Transfer Education
> Cultural and Personal Enrichment Opportunities

Objectives for the institution were also developed and listed:

1. To provide instructional opportunities for lifelong learning.

2. To provide a variety of delivery systems.

3. To provide a variety of learning experiences available to the student.

4. To provide cultural and personal enrichment opportunities.

5. To provide administrative facilities in strategic geographical areas throughout Maricopa County to serve the needs of students, faculty, and interested citizens.

6. To provide instructional and student support services in strategic area locations to serve the needs of students and faculty.

7. To provide a convenient registration system to meet the needs of all students throughout the county.

8. To provide educational opportunities to areas of Maricopa County that have not been previously served by institutions of higher education.

9. To provide opportunities to groups of persons within Maricopa County who have special needs, i.e., the handicapped, women, elderly, and the homebound.

The staff of the newly formed college began to build its organization based on these objectives and directed its energies to the opening semester in August, 1978.

RIO SALADO COMMUNITY COLLEGE MISSION AND PURPOSES (1985)

In January, 1985, the mission statement and purposes were reviewed and revised by the college team. The current mission and purposes are these:

Mission:

> Rio Salado Community College is a comprehensive non-campus community college dedicated to serving adults with changing educational needs. By delivering courses and programs throughout Maricopa County, Rio Salado Community College provides convenient learning opportunities that help individuals understand and manage the changes in their lives and in society. As a dynamic institution that assesses community, industry, and individual needs, the College responds rapidly to changing demands by providing instructional programs and related services that are student-oriented, excellent in quality, and easily accessible.

Purposes:

1. Foster innovation in the design, development, and delivery of convenient educational programs and services throughout Maricopa County by:
    a. Offering programs in secondary schools, shopping centers, prisons, military bases, industries, community centers, and other existing facilities;
    b. Offering educational programs through a variety of alternative delivery systems including but not limited to television, radio, audio/video cassette, correspondence, audio teleconferencing, and other emerging technologies.
2. Provide general education that allows individuals to acquire the skills and breadth of knowledge necessary to live full and productive lives.

3. Provide the first two years of baccalaureate-parallel courses and facilitate student transfer to four-year colleges and universities.

4. Provide occupational programs that allow students to gain the knowledge and skills necessary to adapt to changing labor market requirements.

5. Provide basic skills programs (reading, writing, mathematics, English as a Second Language, GED) which help students acquire basic literacy skills.

6. Foster educational partnerships with business, industry, government, and other institutions which maximize the use of existing resources to help students achieve their educational goals and to contribute to economic development within the county.

7. Provide a diversity of student services that meet the unique needs of special areas and target populations.

8. Provide educational opportunities for special student groups including but not limited to the handicapped, the homebound, the gifted and talented, the elderly, the disadvantaged, minorities, women, and parents.

9. Enrich the cultural environment of the community through specialized and complementary services.

AN EVALUATION OF THE MISSION STATEMENT

In November of 1984, a Rio Salado Community College Mission Review Committee was created to evaluate the college mission and purposes. The committee was composed of one associate dean of instruction, the programming director at the college radio station, one full-time faculty member, one administrative aide, and one secretary.

In January of 1985, the committee reviewed the Mission and Purpose Statements, agreeing that the revision clearly revealed the unique characteristics of Rio Salado Community College. Furthermore, the committee established that the Mission and Purpose Statements could be measured for outcomes. The revision was accepted by the College President.

In addition, the committee felt that the mission statement and purposes were accessible to the public as they are published in the college catalog, the fall and spring semester schedules, and the Faculty Handbook.

Rio Salado's mission and purposes will always be in a state of evolution and refinement. Certain aspects will be highlighted one year and others the next. The primary mission, however, should always remain intact and that is, that Rio Salado takes the college to the student, rather than asking the student to come to the college. The function of the college as a catalytic agent in the development of numerous communities, as well as its increasing role as a recognized provider of high-quality education for the most demographically diverse citizenry within any community college service area in the district, was a major point of emphasis and agreement. There was also agreement that the college had to continue as an active partner in the overall development of the service area.

CHAPTER III: INSTITUTIONAL RESOURCES

The institution has effectively organized adequate human, financial, and physical resources into educational and other programs to accomplish its purposes.

INTRODUCTION

In this chapter Rio Salado has examined the adequacy and organization of its many and varied resources -- more specifically, human resources, student services, facility/ equipment, instructional/institutional support services, and financial resources. The following narrative describes and evaluates these resources.

When one views Rio Salado as part of the third largest community college district in the United States, the breadth of its human resources is impressive. This section describes these human resources beginning first with governance and administration.

GOVERNANCE AND ADMINISTRATION

As a member college of a multi-college district authorized to operate within the state of Arizona, there are several levels of administration and governance which must be addressed: The Arizona State Board of Directors for Community Colleges; the Maricopa County Community College District Governing Board; the District administrative structure and the College administrative structure.

Following a description of these entities, the issue of governance and institutional dynamics will be addressed.

ARIZONA STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES

The State Board operates within the general powers granted by the legislature through Arizona Revised Statutes, Sections 15-1424 and 15-1425 (Exhibit B 1). It is the State Board which provides the general parameters within which all public Arizona community colleges operate. Members of the State Board are appointed by the Governor, with one representative from each of the fifteen (15) Arizona counties. In addition, the State Superintendent of Public Instruction, the State Director for Vocational Education, and a representative of the State Board of Regents serve as ex officio members.

State Board regulations are developed and implemented through the State Board staff. It is this office which monitors the operation of the public community colleges in the state, which provides state credentialling services to persons who wish to teach in a public community college, and which provides the mechanisms for the colleges to receive the legislative state financing support.

The Maricopa County State Board Member, Mrs. Betty Inman Lee, was appointed in November 1984. She attends all Maricopa County Community College District Governing Board meetings.

State Board Dynamics

The Arizona State Board of Directors for Community Colleges seeks to meet the needs of diverse institutions throughout the state. Operating under the premise of one-county/one-vote creates some inherent difficulties. The Maricopa District, which serves over 60,000 students annually, has the same vote as a county which may serve 5,000 students annually. The concerns of the smaller, rural community colleges may differ from the concerns of the larger, urban districts. And with only two truly urban centers in the state, Phoenix and Tucson, an urban "coalition" would produce only two votes. Luckily, there has rarely been a time of true conflict between the larger and smaller institutions, and it would take a complete restructuring of the State Board by the Legislature to get at the "one student/one vote" approach.

District and college staff work closely with our State Board representative to be sure that she is informed of issues that affect the District. In addition, there is a State Presidents' Council which meets monthly to discuss issues that are pending for all state community colleges. This mechanism ensures broad discussion of an issue prior to the development of a legislative platform or new policy or regulation being adopted.

The State Office also serves a general articulation and liaison function with the State Board of Regents of the Universities and with the State Department of Education. This provides the mechanism for resolution of issues between and among the various facets of education in the state.

Evaluation of State Board

The State Board, itself, is comprised of lay people appointed by the Governor. With terms of seven years, board members have time to become familiar with the operation of the state system and the issues at hand. Within the last few years, there have been several new appointments as the result of expired terms and replacements. This has changed the composition of the State Board and new issues are emerging.

The State Office is comprised of professionals employed by the Board. The Executive Director, Dr. Wayne McGrath, is a former Arizona community college president. His staff consists of an assistant director, legal counsel, and a fiscal administrator. Several support staff and a person specializing in state certification complete the office staff. This small staff has the responsibility for balancing the many forces operating at the state level. These forces include working with the State Legislature on bills and appropriations, developing policies and procedures which interpret the law, and monitoring programming and expenditures in accordance with the law.

Within this framework, the State Board and the State Office provide the support necessary for the district and Rio Salado to address its mission. In the history of the college, there has never been an issue that has gone to the State Board that was not subsequently approved. This is the result of good staff work and a thorough understanding of the role of the State Board in the operation of the colleges.

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT GOVERNING BOARD

While the State Board provides the general guidelines for community college operation, it is the local community college district governing board which actively addresses the educational needs within the county.

The Maricopa County Community College District Governing Board consists of five (5) members, each elected by the voters in a precinct for a five (5) year term (Exhibit B 16). Current members include the following persons:

Phyllis Muir
Precinct 1 (Mesa, Tempe, and Chandler)
Date of Installation: January 1985
Term Expires: January 1989
Occupation: Teacher

Barbara Hitchcock
Precinct 2 (Scottsdale and northeast Phoenix)
Date of Installation: January 1977
Term Expires: January 1987
Occupation: Homemaker

Roy Amrein
Precinct 3 (North Phoenix)
Date of Installation: January 1981
Term Expires: January 1991
Occupation: Chiropractor

Linda Rosenthal
Precinct 4 (West Phoenix, Glendale, west and north to the county lines)
Date of Installation: January 1981
Term Expires: January 1991
Occupation: Professional Volunteer

Donald Campbell
Precinct 5 (Phoenix, south and west)
Date of Installation: January 1983
Term Expires: January 1987
Occupation: University Administrator

The Governing Board generally meets twice a month, with one session devoted to action items and the other designed as a study session. During the action session, the Board deliberates on personnel items, curriculum, fiscal and policy items. During the study sessions, the Board, in an informal setting, explores new issues, studies policy and operational matters, and receives status reports on various college/district initiatives.

All meetings are open to the public and the Board encourages all citizens within the county to present matters for consideration. The Board also may call for an Executive Session, a closed meeting, when personnel items are to be discussed.

In 1979, the Governing Board adopted a Code of Ethics (Exhibit B 6) to ensure that the welfare of the district as a whole would be its primary focus. Until that time, there had generally been one college per precinct. With the addition of new colleges and, now, the new educational centers, the Code has provided a philosophical basis for the operation of this 9,226 square mile district.

Governing Board Dynamics

The Board works as a committee of the whole. The Chancellor is the primary manager of issues that come to the Board for consideration. More specifically, colleges submit items for consideration. Their items are reviewed by the Chancellor and his staff during agenda review, potential problems are identified, additional information sought, and the agenda prepared. It is distributed to the Board members in advance of the meeting so that any questions they may individually have can be addressed prior to the meeting. Since Sunshine laws are in effect in Arizona, group Board discussions can only occur in an open meeting.

Individual Board members serve, as time permits, on District Task Forces and other special study groups. As elected members, they are aware of their constituents' needs and desires, but are committed to voting in support of the best interests in the district. As time permits, they also take an active role working with the Legislature.

Evaluation of Governing Board

The district is fortunate to have a Governing Board which is comprised of senior members and new members. This balance provides the necessary stability for district growth and expansion as well as ensures the infusion of new ideas and concerns.

Individually and collectively, the Board members are recognized by District staff as hardworking, concerned, and appropriately critical. They venture into complex issues, ask difficult/knowledgeable questions, and propose new initiatives. They take care to maintain a policy-making role and to maintain a distance from the administration of the organization. Most importantly for this district and Rio Salado, they are willing to explore new ideas, support new initiatives, and provide for the experimentation needed to keep the district and its colleges in the forefront.

Through travel and conference attendance and through voluminous readings, they maintain a broad perspective on national issues and can, thereby, assess and understand directions the administration of the district wishes to pursue.

DISTRICT ADMINISTRATION

Since the district is the system's legal entity, the District Administration is responsible for compliance with state laws and regulations.

The Chancellor, Dr. Paul A. Elsner, is the chief administrative officer and is fully accountable to the Governing Board for the administration of District operations. He has served as Chancellor since 1977.

Three Vice Chancellors provide specific support. The Vice Chancellor for Business Affairs, Dan Whittemore, is the chief fiscal officer and is generally responsible for the development and implementation of the budget and all fiscal services and operations. Mr. Whittemore joined the District staff in 1985.

The Vice Chancellor for Educational Development, Dr. Alfredo G. de los Santos Jr., coordinates the academic and vocational instructional programs of the District, the Joint Council for Educational Priorities, the District curriculum and articulation processes, faculty/staff development, and the capital construction program. Dr. de los Santos joined the district in 1978.

The Vice Chancellor for Employee Relations, Dr. William Waechter, handles all personnel programs and functions, and serves as the District's chief negotiating officer. Dr. Waechter joined the staff in 1984.

The Legal Counsel, Mrs. Janice Bradshaw, provides legal advice and guidance for the college and District staff as well as for the Governing Board.

The Director of Public Relations, Ms. Barbara Lambesis, provides leadership for District-wide recruitment and public relations efforts, serves as liaison with the news media, coordinates the Maricopa Foundation, and provides governmental liaison services.

The development and implementation of computer applications throughout the District is coordinated by the Director of Computer Services, Ron Bleed. Reporting to the Information Technologies Executive Council (ITEC) which is comprised of the Vice Chancellors and a college President, Mr. Bleed had designed the network system of VAX's and provides the technical and training support to the colleges through his staff. Recently a position was added to his operation, that of Director of Telecommunications, to provide the leadership for expansion into other forms of telecommunications.

The Presidents of the seven district community colleges also report to the Chancellor, and working with the Vice Chancellor for Educational Development, form the Presidents' Council, the group which assesses district-wide operational issues and develops recommendations for action to the Chancellor.

District Administration Dynamics

As both a leadership and support service, the District Administration works through numerous district-wide committees on discussable issues and provides the support services that are in compliance with state and federal regulations. Thus, while the colleges are actively involved in developing and managing their budgets, it is the district office which provides the rules and regulations of how the dollars can be spent in accordance with state fiscal regulations.

Over the last several years, there have been numerous district-wide task forces and planning mechanisms which have had impact on college operations. These task forces have included:

The Joint Council on Educational Priorities
The Occupational Education Task Force

The Arts and Sciences Task Force
The Student Services Task Force
The Capital Development Council
The Information Technologies Executive Council
The Developmental Education Task Force

These district-wide task forces and councils (Exhibits B 20) study issues from a district-wide perspective. They are comprised of representatives from either each of the colleges as in the case of most task forces, or they are composed of representatives from groups within the colleges (e.g., a president, a dean, etc.).

These bodies in some cases produce reports which, when approved by the Board, are the guidelines for college plans and activities. In other instances, they actually approve purchases of equipment to be sure that new acquisitions will fit within the overall district purchases. This is particularly true with the Information Technologies Executive Council which must approve all computer and other telecommunications equipment.

It has been through many of the task forces and councils that major planning has occurred in the district and within each of the colleges. There are District plans which include the individual college plans in the areas of Occupational Education, Arts and Sciences, and Information Technologies (which includes both administrative and instructional applications).

During 1984-85, a new budgeting system was introduced which called for the colleges to extensively examine their programs and services. A modified zero-based budget strategy was introduced which allowed colleges to assume a base budget allocation, but then to detail and justify any additional budget requests up to 115% of the 1984-85 level.

There are also district-wide committees that operate on the basis of functions. Thus, the following committees also exist for coordination and planning:

Presidents Council
Deans of Instruction
Deans of Occupational Education
Directors/Deans of Admissions and Records
Financial Aid Directors
Deans of Continuing Education

These examples of budgeting, curriculum, and planning represent the manner in which the District administration both leads and manages the entire system. A great deal of freedom is provided in many of these areas to each of the colleges, but the colleges' efforts must be within the overall program structure of the district itself.

Evaluation of District Administration

Designed as "support services" for the colleges, the District structure both supports and directs college activities. Since the district is the legal entity for the system, certain of its functions must, by necessity, be centralized. At the same time, a concerted effort has been made to decentralize many of the functions and services.

An interesting tension now exists. At a time when many processes are coming to the colleges for administration, there remain major directional thrusts from the district level. This is to be expected in such a large and complex organization.

Centralized functions include overall fiscal coordination, overall personnel services coordination, capital/construction project coordination, computer services coordination, and instructional/curriculum planning and management coordination.

Policies and procedures for each of these centralized areas are developed in cooperation with the colleges and disseminated to the colleges through policy and procedure manuals (Exhibit B 13).

This District is recognized within the state as a well-managed organization that will take risks and will be aggressive in program development. The District administrative team serves on numerous state and national boards, including the American Council on Education, the Educational Testing Services, the ACT, the League for Innovation in the Community Colleges, the American Association for Higher Education, and the American Association of Community and Junior Colleges.

District Faculty Governance

While not part of the District's formal administration, the Executive Council of the Faculty Association does affect the decision-making process. The faculty presidents from each college serve on the Council and the president of the Executive Council meets with the Presidents Council. This group is concerned with faculty policy, salary, retirement benefits, insurance, professional growth, and other professional and educational issues.

College

The organizational chart of Rio Salado Community College presents a very "flat" structure (Appendix B). Some interesting aspects of the chart can be noted. While there are three Dean-level positions, only one has the Dean title. Numerous Associate Deans line up across the page. Geographic and programmatic responsibilities emerge. And missing are the "traditional" jobs of Dean of Continuing Education, a Dean of Occupational Education and/or a Dean of Student Services. Within the organization of this non-campus institution, decentralization of many services and responsibilities has produced a microcosm of the parent multi-college district.

The three Dean-level positions reporting to the College President are these: the Dean of Instruction, the Director of Corporate Services, and the Director of the Maricopa Skill Center. Also reporting to the college president are the Director of Administrative, Registration and Financial Aid Services, the General Manager of KJZZ, and the College Information Officer. In this way, the college president is able to keep close touch on the instructional program, the fiscal areas, specialized programs which touch a large number of people, and the public relations directions of the institution.

Six of the seven Associate Deans report to the Dean of Instruction, Dr. Joyce K. Elsner; the remaining Associate Dean reports to the Director of Corporate Services, Lionel J. Martinez. All the Associate Deans meet with the Dean of Instruction monthly to coordinate efforts. Associate Deans are responsible for scheduling classes (credit and non-credit) in their areas, the initiation of new courses or curricula to meet local needs, the hiring and evaluation of part-time faculty, the provision of student and faculty support services, the management of their allocated budgets, the supervision of their assigned staff, and the promotion of their entire program. Associate Deans have geographic and/or programmatic responsibilities:

Area East (serving Mesa, Chandler, Tempe, Scottsdale and Williams Air Force Base)
Area North (serving the northern part of the county with office and classrooms located in the Paradise Valley Mall)
Area West (serving the Sun City, smaller rural communities as well as coordinating the delivery of services to two state prisons and one federal prison)

Area Central/Agencies (serving the central part of the county as well as federal, state, county and city agencies, county-wide)
Westridge Mall Center/Adult Developmental Education (serving the area surrounding the mall and providing adult basic education program, county-wide)
Instructional Technology and Design (serving students throughout the county with technology-based instruction, library-media services, and specialized services for homebound persons)
Professional Training and Development (serving business and industry throughout the county and providing county-wide apprenticeship training)

The Associate Dean for Professional Training and Development reports to the Director of Corporate Services to ensure close coordination of program efforts. The Division of Corporate Services was created this year at the District level to serve as a development and brokering service for all of the colleges within the district. This joint venture seeks to expand the district's responsiveness to the rapid growth of business and industry within the county by matching the expertise of each college to identified industry needs.

The Director of Administrative, Registration and Financial Aid Services, Verline Rader, keeps tabs on all aspects of the numerous college budgets, all administrative support services (word processing, print services, mail delivery), and coordinates the Financial Aid and Registration Services for the institution.

The Director of the Maricopa Skill Center, Louis Salebra, also holds a job which is a dean-level position. Responsible to the College President, this director manages an open entry-open exit, non-credit, job skills-training program that operates 52 weeks a year, serves over 1100 students annually, and operates with more than a $2 million budget.

The General Manager of KJZZ (the college's National Public Radio station) also reports to the President. As general manager, he is responsible for a station that is on the air 24 hours per day, seven days a week, with a signal that covers most of the state. On the subcarrier of KJZZ, a second radio station, Sun Sounds, broadcasts as a radio reading service for the blind and print-handicapped. Sun Sound operates two studios: one in Phoenix, and one in Tucson.

Basically, the institution has attempted to move the decision-making responsibility and authority to the lowest possible level. By keeping the individual units relatively small, it is hoped that the services can be responsive and flexible. Managing such a diverse institution through strong centralization would undoubtedly be chaotic.

College Dynamics

As with most institutions, the college works through numerous committees that address specific tasks or provide the platform for discussion of college and district-wide issues. Existing college committees include these:

College Curriculum Committee
Administrative Council
Admissions and Standards Committee
Associate Deans
Honors/Phi Theta Kappa/Scholarship Committee
Developmental Education College Task Force
Graduation Committee
Wellness Committee
Advisors Committee

Perhaps the two most active of the Rio Salado Community College committees are the Administrative Council and the Associate Deans. The Administrative Council is chaired by the President and includes the three people in dean-level positions, the seven associate deans, the general manager of KJZZ, the Word Processing Center Supervisor, the president of the Faculty Senate, a Professional Staff Association representative, and the Director of Financial Aid. The Administrative Council serves both as an information-delivery and decision-making body. The monthly meetings provide information on statewide and district-wide issues, and serves as a planning mechanism for the institution as a whole. This is the core that gathers to plan future direction, although retreats are often expanded to include the faculty and other resource persons. The monthly meetings also provide the very necessary face-to-face contact with other college managers, persons who would rarely see each other in the course of their work.

The Associate Deans also meet monthly and are the true implementors of college policies and programs. Through these monthly meetings specific policies and procedures are determined, interpretations of existing policies are discussed for standardization, staff development activities are planned, and specific instructional/delivery mechanisms are identified. With so much of the delivery of instruction and student services decentralized to these Associate Deans, coordination is key. The Associate Deans Committee is chaired by the Dean of Instruction.

These committees meet as often as is needed. In many instances, they also take advantage of the Sundial Network to save on travel time and expense. With such distances involved, a great deal of communication also takes place through the electronic mail system: face-to-face meetings are often more of a function of really needing to see each other than a function of general communication and decision-making.

Other communications mechanisms exist through the various personnel associations: the Faculty Senate, the Management/Administrative/Technical Association, and the Professional Support Staff Association. There are both college and district-wide mechanisms for these organizations to share information and concerns.

Evaluation of College Governance and Administration

Since its inception, the college has grown in sheer numbers of students and evolved in terms of its organization. It is a very fluid and very flat organization, with decision-making units at the lowest possible level. Because of the organizational structure, the college can respond quickly, act nimbly, and deliver quality programming for extremely diverse clientele. By its very nature, the college organizational chart is practically the most difficult item for the college to produce. Frequently, by the time it is drawn and gone to print, a change has occurred. The flexible nature of the organization and the responsiveness of its people to this ambiguity is perhaps the institution's greatest strength. Change is, by far, the norm at Rio Salado Community College.

INSTITUTIONAL STAFF

Reflecting the innovative atmosphere of the "college without walls," Rio's staff is relatively young, well-educated, with a balance that reflects the general population it serves. As illustrated by the following staff profiles, Rio has consistently provided above-average employment opportunities for women and other minorities at all levels.

ADMINISTRATIVE STAFF PROFILE

The administrators at Rio Salado Community college are members of the district-wide Management/Administrative/Technological Organization (MATP). The Management/Administrative/Technological policies, Exhibit B 14, explains the evaluation procedures and policies for all MATP members. The District also sponsors numerous staff development activities for MATP members including the Chancellor's Management Breakfast series which features talks by national educational leaders such as Frank Newman and John Roueche. Also, MATP members are allotted up to $750 each year to assist in paying for attendance at conferences or visits to notable educational programs, or for tuition reimbursements.

Rio Salado Community College currently employs twenty-seven (27) full-time MATP employees (Grade 10 and higher). Following are some specific highlights of the MATP employees:

- The average age is 42.57 years
- The average length of service in the Maricopa Community College District is 7.42 years
- Female 14 (51.9%)   Male 13 (48.1%)
- Doctorate 2 (7.4%)   Masters 14 (51.9%)
  Bachelor 3 (11.1%)   Other 8 (29.6%)
- Caucasian 23 (85.2%)   Non-Caucasian 4 (14.8%)

SUPPORT STAFF PROFILE

The Support Staff of Rio Salado Community College belongs to the District Professional Staff Association (PSA) which has its own policy manual, Professional Staff Policies (Exhibit B 17). All of the PSA employees follow the District hiring and evaluation policies listed in the PSA manual. Like the MATP organization, PSA also sponsors staff development seminars and provides funds for tuition reimbursements.

Rio Currently employs thirty-nine (39) full-time PSA (Grades 1 through 9). Following are some specific highlights of the PSA group:

- The average age is 40.20 years
- The average length of service in the Maricopa District is 5.04 years
- Female 31 (79.5%) Male 8 (20.5%)
- Masters 2 (5.1%) Bachelors 4 (10.3%)
- Sixty hours 13 (3.3%) High School/Other 20 (51.3%)
- Caucasian 26 (66.7%) Non-Caucasian 13 (33.3%)

PART-TIME TEMPORARY EMPLOYEES

In order to deliver widespread and timely services, Rio Salado Community College employs a great number of part-time or temporary employees.

A survey of part-time, temporary employees shows that Rio Salado employs over 125 persons working in various departments at Rio Salado Community College. Their job descriptions, services performed, educational backgrounds, and ethnicity are varied and representative of Maricopa County's urban population. The ethnicity of the temporary employees is 10% Black, 10% Hispanic, 1% Asian and 79% White.

The varied educational backgrounds of the part-time temporary employee illustrate the wide range of skills used to carry out Rio Salado's mission and purpose. All employees except three high school students employed on a special summer program, are at least high school graduates. Two employees have Ph.Ds, thirty persons hold master's level degrees, and thirteen have bachelor's level degrees. Thirty-four are currently college students, two are Skill Center students, and twenty-three are high school graduates.

The job descriptions are varied and numerous. For example, among job descriptions for Course Operations are exam monitors and local program aides. Many of the offices have clerical help. Temporary registration clerks help in the Registration Office. The radio station uses temporary announcers, and the computer sites employ lab assistants. (Exhibit A 15 gives a detailed list of current temporary employees and their job titles, ethnicity, and education levels.)

EVALUATION OF INSTITUTIONAL STAFF

The diverse institutional staff of Rio Salado Community College provides the college with the mobility and flexibility it needs to provide countywide educational services and to meet changing educational needs. Because of the large geographical area served, providing such service demands the use of more administrators and support staff than would ordinarily be used at one campus site. Nonetheless, the staffing philosophy of Rio Salado Community College administration has been to maintain a lean staff of administrators and support personnel and to supplement this core with part-time, temporary employees. Although Rio Salado's administrators believe in the use of part-time staff, they also believe that there are limitations inherent in this philosophy. For example, many of Rio Salado's programs are now headed or supported by part-time employees who do outstanding jobs, who are cost-effective, but who may also be seeking full-time employment. Turnover then becomes a problem as part-time, temporary employees find alternative, full-time positions.

Both full-time institutional staff of Rio Salado and full-time support services staff agree that there is a need to hire more support-staff employees.

CREDIT FACULTY

A college is only as good as its faculty and this is an area in which Rio Salado Community College excels. Rio Salado uses a combination of highly-skilled and talented full-time and part-time faculty members. The majority of full-time faculty members are trained in the teaching arts while the majority of part-time faculty are experienced professionals in their subject areas. This combination brings to Rio Salado students a unique perspective of knowledge and practical application. Rio Salado's instructional staff of 574 part-time and 5 full-time credit faculty members are interested in the well-being of the student and are dedicated to providing an exceptional educational opportunity for the Rio student.

FULL-TIME CREDIT FACULTY

Profile

Although Rio Salado Community College by design is mainly staffed with part-time faculty, a cadre of five full-time faculty has been added as part of Rio's permanent staff. These full-time faculty members perform double duty. They teach, but they also work on special projects and become the institution's link to the District faculty instructional councils.

The ethnic background of full-time faculty is 60% white (3 faculty) and 40% Hispanic (2 faculty). There is one female, (20%), and four males, (80%).

Anyone teaching in an Arizona Community College must be certified by the State Board of Community Colleges. All full-time faculty for Rio Salado Community College have regular certificates. The areas of faculty specialization are data processing, counseling, reading, English, and history.

The lowest educational degree level among the five full-time faculty is a Master's Degree plus additional graduate work. Two members hold earned doctorates, and two more are working on their doctorates.

Last spring, each of the full-time faculty members carried a full service/teaching load; yet, as circumstances dictated, released time was provided for special projects or other activities. Most of Rio Salado's full-time faculty have had extensive teaching and administrative experience in post-secondary institutions.

The full-time faculty (residential) operate in accordance with the Residential Faculty Policies--the RFP (Exhibit B 11).

Evaluation Procedures and Staff Development

In accordance with the RFP guidelines Provisional faculty evaluated yearly for the first six years by classroom and student evaluation. A team consisting of the Dean of Instruction or designee, the Department Chairperson, and a faculty member selected by the evaluee conducts the evaluations. Appointive faculty are evaluated every three years.

Full-time faculty also are eligible to participate in a variety of professional growth activities. For example, funds from both the college travel budget and the District Faculty Professional Growth budget are available for faculty to attend conferences, seminars, symposiums, and belong to organizations that enhance their professional development.

The District also provides the opportunity for paid sabbatical leaves to conduct research, to study, or to travel. In the fall of 1985, one of our faculty did post-graduate work at Harvard University with Mrs. Nona Lyons and Carolyn Gilligan, researching decision-making among women community college presidents. In addition, the district offers opportunities for faculty to obtain training in computer literacy and to participate on major task forces and district-level committees.

Involvement in College Governance

The full-time faculty members at Rio Salado play a large, active role along, with the administration, in appropriately guiding the college. There is also considerable faculty input from the seven colleges at the District level.

Rio faculty members are an active group, participating in both college and district governance. The full-time faculty make up the Rio Faculty Senate, which has a president, president-elect, and secretary-treasurer. The president serves as the college representative to the District Faculty Association and as the faculty representative to the College Administrative Council.

Goverance at Rio Salado can be described as a participatory management model driven by a committee structure. This structure generally provides for adequate input from the faculty on important issues. However, given the small number of full-time faculty members, it is difficult to cover all the necessary committees. For spring semester 1985, faculty members served on and/or chaired College committees such as these:

Arts and Science Task Force
Occupational Educational Task Force
Developmental Education Task Force
Administrative Council
Curriculum Committee
Strategic Planning Committee
Telephone/Registration Planning Committees
NCA Committees
Telecommunications Committee

As an example of the participatory nature of Rio, the faculty president sits on the Administrative Council as a full member and has been a member of the ad hoc budget review committee comprised of the college president, dean, and chief financial officer.

At the District level, there is heavy faculty involvement on nearly all committees, councils and task forces. Examples include the JCEP Review Committee which was recently expanded to include even more faculty members, and the Curriculum Committee which includes one faculty member and the dean of instruction from each college. Full-time faculty also make recommendations on the selection of textbooks for their particular discipline.

Full-time Faculty from Other Colleges

Over the years Rio Salado has learned to tap the talent and knowledge of the full-time faculty from our sister colleges. A common practice at Rio Saldo is to hire full-time faculty as consultants in areas where Rio Salado lacks the expertise. For example, Rio Salado has hired two full-time Glendale faculty to assist in the development of portable lab courses in chemistry and earth science.

Full-time faculty from other campuses also serve on several of Rio Salado's advisory committees. In addition, Rio Salado has gained expertise from out-of-state faculty who have worked at Rio Salado as part of their sabbatical leave programs.

The inclusion of these faculty in Rio Salado's planning and curriculum projects has proven to be invaluable.

PART-TIME CREDIT FACULTY

Profile

The part-time faculty members at Rio Salado Community College make the concept of Rio Salado (taking education to the users and meeting the changing educational needs of Maricopa County constituents) possible. According to the spring 1985 records, Rio Salado Community College had 574 part-time faculty members. Sixty-eight percent (68%) of the part-time instructors are male, thirty-two percent (32%) are female, and ninety-three percent (93%) are white. Five percent (5%) are Hispanic, one percent (1%) are black, and one percent (1%) other. Also, fifty percent (50%) of the part-time faculty have special certificates from the State Board of Directors of Community Colleges, forty-three percent (43%) have regular, and twelve percent (12%) have provisional certificates.

In May 1985 in order to develop a fuller profile of the part-time credit faculty at Rio Salado Community College, the faculty was sent a two-page questionnaire (Exhibit A 2). By the return deadline, 329 people of Rio's 574 faculty or 57.3 percent, returned completed forms. The following is a summation of the survey results.

Of the 283 respondents who indicated a full-time profession, 41%, or 118 individuals, said they were teachers, ranging from elementary/secondary schools to universities. Of the next largest category, or 47 respondents, 17% were (business and government) administrators. Engineers accounted for 7% (20 individuals).

The remaining people had extremely diverse occupations. They ranged from computer/systems specialists, pilots, real estate brokers, iron workers, firefighters, lawyers, contractors, millwrights, counselors, architects, and psychologists to writers.

According to survey results, the "average" part-time faculty member at Rio Salado holds a Master's degree. Yet the questionnaire indicated that Rio employs some 36 occupational instructors (11%) who do not hold advanced degrees. However, 74 respondents (23%), hold Baccalaureate degrees, 186 (57%), hold Master degrees and 24, or 7% have doctorates.

The part-time faculty members, on average, teach 4.7 load hours at Rio and have taught at Rio for 5 semesters. Forty-six people (14%) teach at another Maricopa Community College.

The part-time faculty's perspective on Rio Salado's services and aids to faculty gives even more insight into this group. Two hundred fity one people (76%) said there was appropriate audio-visual equipment available for their use. Yet, only 98 people, (29.9%) said they used audio visual (AV) equipment. On average the part-time faculty members used AV aids 7 times per semester.

The part-time faculty members from Rio makes good use of libraries other than Rio's "stacks." For example, over 96% of the part-time faculty said that they used non-Rio library resources. Libraries at other MCCCD colleges were used by 26.7% of the part-time staff, while 69.6% used other libraries, including Arizona State University libraries and other public libraries.

Approximately 66% (217 people) said they had support services from the college for preparation and duplication of class materials. Thirty-four percent (112 people) answered negatively to this question.

Surprisingly, only 57% (187 people) were aware that both Rio and the District staff provide professional growth activities for the part-time faculty member. Only 51 part-time instructors (15.5%) participated in professional growth activities. Also 82 people (29%) knew that limited District funds are available for part-time faculty professional growth programs. Only 8 part-time people used District Professional Growth funds.

Finally, 84% (274 people) said they have an adequate opportunity to discuss their problems and concerns with a supervisor. Only 16% (53 people) answered negatively.

Hiring Qualifications

Like the full-time faculty, all part-time faculty must be certified by the Arizona State Community College Board. Academic certification requires a Master's Degree with 24 semester hours in upper division and/or graduate courses in the area to be taught.

Occupational certification depending on the subject to be taught requires either a Bachelor's degrees and three years of occupational experience or five years' occupational experience.

Orientation and Staff Development

Staff development for part-time faculty is handled similarly for all areas of the college. All areas have some type of an orientation session that is utilized for staff development. Every area schedules orientation for faculty once each semester. Instructional Technology and Design personnel schedule group or individual training sessions for new faculty.

The orientation sessions usually consist of a wide variety of information regarding District and college policies (such as rosters, event calendars, etc.), Library Media Services that are available, information regarding textbook services, expectations of the faculty (including class procedures and syllabus preparation). Often information regarding teaching and learning styles is included as well as information on text preparation, common-sense English, and lesson planning.

Special subjects which have been covered in previous faculty orientations include the following topics:

Teaching short-term classes (Exhibit C 14)
Teaching study skills (Exhibit C 13)
Memory Techniques (Exhibit C 12)
Test-taking Techniques (Exhibit C 15)

The SQ4R method for studying may be presented as well as information on note-taking and planning study schedules. These are all designed to assist the faculty in teaching the students how to be successful. Information is also presented regarding the writing of test items, the selection of appropriate types of test items, and the utilization of essay and objective questions for testing purposes.

General workshops such as "The Adult Learner" have been presented for part-time faculty. Additionally, some discipline specific workshops have been held for the areas of Accounting, English, Spanish and Data Processing.

All faculty receive the Faculty Handbook usually at the orientation or at an individual meeting with their Associate Dean. The Faculty Handbook (Exhibit C 8) contains information directly related to policies at Rio Salado Community College and the Maricopa Community College District. Personnel policies for part-time faculty are also included. Procedures and services are outlined including syllabus preparation, evaluations, final examinations, grade information (including pass/no credit, withdrawal and incomplete) information on rosters, Library Media, textbooks, etc. An important section is titled "Teaching Adults" and contains excerpts from "Innovation Abstracts."

Instructional Technology and Design personnel meet with instructors individually or in small groups depending on the delivery system and the activity scheduled. All Instructional Technology and Design faculty receive the Faculty Handbook and the Instructional Technology Design Faculty Handbook (Exhibit C 8).

The Instructional Technology and Design Handbook contains information for the faculty of media-based course that includes: instructor responsibilities before, during and after class; information for teleconferencing faculty, including the instructor responsibilities; a glossary of terms; a checklist for orientation letters; sample materials; suggestions for newsletters; a telephone contact log; and test preparation principles.

Items on the orientation session would include the discussion of the systems being used, marketing techniques; use of telephone logs, submission of rosters; proctoring of exams; discussion of computer test grading, including the item analysis report and faculty reports that are generated by the computer; timelines; office hours; and other procedural details. If this is a group session, a general discussion will be held where instructors who have previously taught with the mediated system will discuss their experiences with new faculty.

Audio teleconferencing instructors attend a "Faculty Orientation and Training Session." At the orientation, teleconferencing is introduced as a delivery system. An instructional designer discusses instructional material for a student package, including a welcome letter, syllabus, course outline, a daily schedule of events, and session plans. Adaptation of materials to be used in teleconferencing is discussed. Techniques for the use of audio teleconferencing are presented. Each new teleconferencing instructor participates in practice teaching sessions where the instructor teaches a mini-lesson of twenty to thirty minutes in length, practices roll call, content presentation, discussion and interaction techniques. All faculty receive a copy of Bridging the Distance: An Instructional Guide to Teleconferencing, by Mavis Monson, Instructional Communications Systems, University of Wisconsin.

Staff Development

Rio Salado is currently piloting a staff development project for part-time faculty with the objective of simulating some of the activities which are conducted in departments with full-time faculty. One concern that has surfaced repeatedly is the need for part-time faculty to communicate and share ideas about teaching in a particular discipline. Topics such as grading standards, support materials, textbook selection, and course completion objectives need to be discussed.

Consequently, Rio Salado has hired discipline specialists (either full-time faculty or experienced part-time faculty) who will take a leadership role in addressing instructional issues related to that discipline. The discipline specialists will conduct regular meetings with the part-time faculty to discuss content-related subjects and instructional strategies. The pilot includes the content areas of computer literacy, English/reading, counseling, accounting, management, and Spanish.

Rio Salado plans to expand this concept to include four more content areas in 1986-87.

In addition the district part-time faculty association through the last meet and confer session was able to garner $25,000 of district funds to pay for part-time faculty attendance at workshops, conferences, and other activities in support of the institution's program. Many of the Rio Salado faculty have taken advantage of the opportunity.

Faculty Newsletter

Throughout the semester Rio Salado sends the part-time credit faculty periodic newsletters (Exhibit A 7) and various district publications such as Ed-Cetera (Exhibit B 18).

Evaluation Procedures

The part-time credit faculty are involved in three types of evaluation: administrative (peer), student, and self. According to District policy, all part-time faculty members must be evaluated three consecutive times by an administrator or his/her designee. Rio Salado Associate Deans either conduct these evaluations or designate someone to conduct the administration of evaluations. The administrative evaluations (Exhibit C 3) focus on observing the faculty member in the following areas: command of subject; organization and clarity; instructor/group interaction; and dynamism and enthusiasm. A copy of the completed evaluation is sent directly to the instructor and one copy is kept on file. (Upon completion of three administrative evaluations, the Associate Dean determines the frequency of future administrative evaluations.) The Associate Deans handle any required follow-up sessions with the instructors. Evaluations are logged in the computerized faculty files in the Word Processing Center.

Student evaluations (Exhibit C 5) are conducted for every class held at Rio Salado Community College. The evaluation form permits students to rate both the instructor and Rio Salado's services. Results of the student evaluation are sent to the instructor and a copy is placed in the faculty member's file. Summaries of these evaluations are also used in the college planning process.

Beginning fall of 1985, Rio Salado will conduct a pilot self-evaluation of faculty. Each Associate Dean will experiment in the use of self-evaluation form (Exhibit C 4).

EVALUATION OF CREDIT FACULTY

An evaluation of the adequacy and organization of Rio Salado credit faculty provides an entree for the discussion of several delicate issues. The first issue centers around Rio Salado's original unwritten but nonetheless underlying mission to "be the most cost-effective entity in the state" through heavy reliance on the use of part-time faculty.

Rio Salado administrators know that the key to the success of the college's programs lies with the faculty and that the inclusion of some full-time faculty is essential. Two important questions remain without definitive answers: 1) what is the most effective number of full-time faculty, and 2) what should the actual role of the full-time faculty member be.

Rio's top level administrators currently believe that at a minimum each associate dean should have access to one full-time faculty member, and that at the most Rio Salado should have a total of fifteen full-time faculty. (Fifteen faculty, each representing a different discipline would appear to cover the diverse content areas offered at Rio.)

Also the dilemma of defining the role of a full-time faculty member in an institution without a campus remains.

That is,

a. Assigning a full-time teaching load is next to impossible, considering the number of and distance between sites.

b. The addition of full-time faculty has increased the visibility and credibility of the college within the district; however, these persons could (can) easily, become "professional committee attenders" rather than teachers if extreme care is not observed.

c. There is also the desire to tap the discipline expertise of Rio faculty and foster their role as program developers. The line between this function as an administrative or faculty role is not clear, even throughout the district's seven institutions.

It should be noted that a job description, for faculty _per se_, does not exist in the district. The RFP defines "Instructional" faculty and "service" faculty, each with different hours of accountability. This contributes to the lack of clarity in these role discussions district-wide.

On the other hand, the preponderance of part-time faculty provides Rio Salado with the flexibility it needs to cost effectively meet the changing educational needs of Maricopa County residents and to take education to the user. Because many of the part-time faculty members are practitioners, they provide Rio Salado students with excellent instruction on how the real world is.

Nonetheless, an educational organization consisting mainly of part-time faculty has limitations. First, the task of locating and hiring part-time faculty each semester is a major challenge to Associate Deans. Currently, the District limits the teaching load of part-time faculty to nine load hours, with the possibility to extend to eleven load hours under unusual circumstances. The district has seriously considered "capping" the part-time teaching limit at six load hours to prevent any possibility of suit for full-time status. If the "cap" becomes a reality, Rio Salado will have a difficult time obtaining enough faculty to fill the needs in some disciplines such as computer technology and math.

Overall the present combination of full-time and part-time faculty supplemented by full-time faculty from other campuses seems to work for Rio Salado. However, the college must continue to experiment with various organizational patterns to determine which staffing pattern will be the most effective in fulfilling Rio's mission.

NON-CREDIT FACULTY

PROFILE

Rio Salado Community College employs approximately 239 part-time and 36 full-time non-credit faculty members who teach in a variety of programs including Adult Basic Education and GED, the Adult Family Living Program, Rio West Community Service, non-credit business programs, and the Skill Center. These faculty members are hired, trained, and supervised by the directors of each program. Some may be hired for a one-time event, others for a seminar, and a select few are hired full-time.

The results of a survey sent to the non-credit faculty help to better describe the typical non-credit faculty member. However, it should be noted that this survey represents only 35% of all of the non-credit faculty since 95 of the 275 non-credit faculty completed the survey. Much of the data is skewed because most of the respondents were full-time Skill Center employees.

Nontheless, all respondents indicated that they had a professional commitment in addition to teaching, and 55% said they were teachers. The remaining individuals included job titles ranging from museum curator to musician to attorney.

Like their part-time credit faculty counterparts the "average" non-credit faculty member at Rio Salado holds a Master's degree. More specifically, the survey responses indicate that 16% of the non-credit instructors hold no advanced degrees, However, 34% hold Baccalaureate degrees, 43%, hold Master's degrees and 3% hold doctorates.

The non-credit faculty members, on average, teach 14 hours per week at Rio and have taught at Rio for approximately 34 months. Eleven percent teach at another Maricopa Community College. The remaining 89% do not teach at another MCCCD College.

Of the 95 people who responded, 57% percent said they received a faculty handbook. Eighty-five percent said there was appropriate audio visual equipment for their use.

Eighty-five percent said they did not use the Rio library and 90% used other libraries.

Seventy-seven percent said they were aware of professional growth activities, only 32, or 37% percent participated in these activites.

The following chart gives a more specific view of the non-credit, part-time faculty by program.

Non-Credit Faculty - Part-Time

Non-Credit Program	Total Part-time Non-Credit Faculty	Ethnicity				Sex	
		White	Hispanic	Black	Asian	M	F
ABE/GED	43	39	4			5	38
Tele-conferencing	11	10	0	1		5	6
Parenting	29	27	2			1	28
Sun City Community Service	40	40				10	30
CHAPS		34	17	1	2	24	30

The majority of full-time non-credit faculty at Rio Salado work at the Maricopa Skill Center teaching forty hours per week. The ethnicity of these faculty members is 22% Black, 22% Hispanics, 2% Indian, and 53% Anglo. Fifty percent of the faculty members are male and fifty percent are female.

HIRING QUALIFICATION/STAFF DEVELOPMENT/EVALUATION

Each of the non-credit programs varies in its hiring qualifications and evaluation techniques. Programs such as the ABE/GED require all faculty to be certified by the Arizona Department of Education in Adult Education. The other non-credit programs require proof of either experience in the field or special training and/or education in the field to be taught.

The Maricopa Skill Center faculty must have a valid Arizona Teaching Certificate, and/or have three years of work experience. As of fall 1985 instructors will also be required to pass the Arizona teacher proficiency examination.

Because the non-credit programs are so diverse, each program has its own staff development activities. All non-credit program directors conduct an orientation for the instructors to familiarize them with the program and with Rio Salado in general. The ABE/GED program provides each faculty member with a faculty handbook (Exhibit C 9). Other programs provide faculty with calendars and program guidelines.

Each non-credit program has its own evaluation procedures. Formal administrative evaluations of faculty are conducted by the administrators of the ABE/GED programs. Other programs use student evaluations of faculty.

The Skill Center administration conducts regular faculty evaluations. The Skill Center faculty are governed by a separate Maricopa Skill Center Personnel Policy Manual. These rules and obligations vary from those of credit faculty (Exhibit A 12).

EVALUATION NON-CREDIT FACULTY

The diverse nature of the non-credit faculty members helps Rio Salado Community College to meet its goals of serving unique populations. Like their counterparts the credit faculty, the non-credit faculty provide Rio Salado with flexibility and bring their unique skills to target populations. The faculty are employed as long as a program is in demand or as long as funding is available.

The non-credit faculty of Rio's two national, award-winning programs, the ABE Program and the Maricopa Skill Center, demonstrate the high standards Rio seeks to attain in all non-credit program areas. Those faculty are outstanding in their fields and make quality instruction the standard for their students.

Across the board, there is little similarity in the level and type of staff development and evaluation that the part-time non-credit faculty receive. Because non-credit faculty members are such a diverse group, the current practice of allowing program administrators to determine hiring qualifications, staff development, orientation information, and evaluation practices seems to work well. Nonetheless, Rio Salado Community College should establish some general guidelines to assure that practices such as faculty orientation and student evaluations take place for all non-credit programs.

STUDENTS

CREDIT STUDENT PROFILE

The credit students attending Rio Salado Community College are as varied as the college mission is. This student population has undergone some interesting changes over the past five years. These changes will be analyzed in a comparison of demographic data for the fall of 1980 and the most current data for the spring of 1985.

Sex

In 1980, our students were 48% male and 52% female. In the 1985 spring semester, these percentages changed slightly. For those reporting gender, 42% were male and 54% female, with 4% not giving their sex. Assuming a potential split of the remaining 4% being equally male and female, the resulting calculations would be 44% of the student body are male and 56% female.

Age

The majority of Rio Salado students are between the ages of 20 and 39. Ages range from 15 to 91. There has been a shift upward in age since 1980. As an example, in 1980 12.2% of the students were between the ages of 30 and 39, while in 1985 26.9% of the students fell into this bracket. This may be attributed to the increase in the numbers of students reporting age on application forms. In 1980, 16.8% did not report age, and in 1985 only 5.3% did not report age.

In relation to county population statistics, Rio Salado is enrolling a higher percentage of students in the 20-29 and 30-39 age groups. That is, in 1984 the 30-39 age group for the county was 19.6% of the population over 15, whereas 26.9% of Rio Salado's student population was in this age group.

The age groups least represented are in the outer ranges, both younger and older. Of those over 15 in the county population, 9.5% were in the 15-19 age bracket. The college population in this group was 5.8 percent. In examining the 20-29 age group, it showed that 23% of the county population over 15 were in this bracket and 32% of Rio Salado students were in this age group. In the older age groups, 33% of the county population was over 50; 14.4% of the college population were over 50.

Ethnicity

The ethnicity of the student body has changed from 1980 to 1985. In 1980, the identifiable ethnic minorities of the college represented 10% of the student body. This percentage has increased to nearly 14% of the student population in the spring semester of 1985. The major growth areas have been in the Indian, Black, and Hispanic groups with the largest increase in the Hispanic group. The increase in the Hispanic students could partially be the result of the opening of the Westridge Mall Site which serves a large Hispanic population. There was a decline in the Asian/ Pacific Island group from 2.3% in 1980 to .7% in 1985. This may be attributed to the huge influx of Southeast Asians in the late 1970's which tapered off in the following years.

Enrollment Status

In the categories of enrollment status, there has been an increase in the percentage of former students (those previously enrolled, but not in the preceeding semester). This figure has increased from 6% of the student body in 1980 to 12% in 1985. The largest group continues to be new students at 55%. This is down from 64% in 1980. The remaining 33% of the students are continuing from the previous semester.

An interesting trend emerges when the semester-to-semester percentages are examined in these categories. Fall-to-spring semester comparisons show a decline in the percentage of new students and an increase in the continuing category. This would seem to indicate that students enrolling in the fall semester go on to enroll in the spring semester. Students classified as being formerly enrolled follow the same pattern as continuing students from fall to spring semester.

Spring to fall patterns are reversed, in that new student percentages are higher in the fall semester compared to the preceeding spring semester with the reverse pattern in former and continuing categories.

Class Standing

The numbers of students in each class have shifted slightly since 1980. The freshman class has dropped from 84.7% of the student body to 80% in 1985. Unclassified students, those who have completed college degrees in the past, make up 19% of the student body in 1985. This data was not available for 1980. The remaining 1% of the student body in 1985 are at the sophomore level. This data indicates many students are returning to the community college after degrees are completed. Reasons include retraining for employment, skill upgrades, and personal interest.

Class Hours

There has been a slight increase in the number of students taking 10 or more credits. In 1980, 1.9% took 10 or more credits and in 1985, 2.3% took 10 or more credits. The majority of the students, 97.7%, enroll in fewer than 10 credits, and 95% of the total enroll in 6 credits or fewer. The average number of credits per student is 3.6 credits.

Program Enrollments

A comparison of enrollment by course (academic or occupational) shows some interesting trends in student interests. In 1980, 78% of the students were taking academic courses and 22% were enrolled in occupational courses. The following fall, 38% of the students were in academic courses and 62% were in occupational courses. Since 1981, the academic course enrollments have gained a large share of the students enrollments. In spring of 1985, 49.3% of the students enrolled in academic courses and 50.7% enrolled in occupational courses. The 1985 figures do not include enrollments in short-term occupational courses, so the percentage of occupational enrollments is a bit higher.

This shift in enrollment patterns may be attributed to shifts in community needs reflected by scheduled offerings. The year 1981 was a period of higher unemployment, so students took advantage of occupational courses for job reasons. Now there are better employment opportunities so the college has shifted programming to academic programming.

NON-CREDIT STUDENT

Profile

The non-credit programs and classes at Rio Salado Community College are designed to meet specific needs in the community. Many are designed for those people who normally could not or would not enroll in credit classes, or for those who do not want or need credits. Demographic statistics are not maintained on these special interest course students.

Maricopa Skill Center

The Maricopa Skill Center is a vocational training program that prepares people for entry-level jobs. A large part of the enrollment is comprised of potential high school dropouts and workers who wish to improve their skills or whose employers want to help them become more proficient.

The Skill Center offers 13 programs. The Skill Center recruits students through the city and county JTPA organizations, Urban League, OIC, Vocational Rehabilitation, and by word of mouth.

Out of 1,419 students this past year, 600 were male and 819 were female. Also 135 students were veterans and 144 were classified as handicapped.

The ages were these:

Ages	Enrollments	Percent
16-20	439	30.9%
21-30	519	36.6%
31-40	228	16.1%
41-50	158	11.1%
51-60	67	4.7%
61-70	8	.6%

Ethnic groups were these:

	Enrollment	Percent
Caucasian	523	36.9%
Hispanic	406	28.6%
Black	166	11.7%
Native American	273	19.2%
Oriental	15	1.1%
Other	36	2.5%

CHAPS: Consumer and Homemaking Adult Project

The Consumer and Homemaking Adult Project is directed toward assisting individuals residing in depressed areas or areas of high unemployment. Workshops in nutrition, consumer and management skills, as well as preemployment and job-seeking skills, are provided both for those needing this assistance and for agency workers who will become facilitators.

Last year there were 895 who participated in these workshops.

Ethnic groups were these:

	Enrollment	Percent
Caucasian	516	57%
Black	66	7%
Hispanic	220	25%
Indian	86	10%
Oriental	7	.007%

Parenting Program

Classes are taught to parents ranging from those who have infants to those who have teenagers. Last year, there were 2,420 parents enrolled. Classes are for fathers as well as mothers, and are taught in Spanish and English.

Ethnic groups were these:

	Enrollment	Percent
Caucasian	2,170	90%
Black	20	.008%
Hispanic	200	9%
Indian	20	.008%
Oriental	10	.004%

Special Interest Courses Delivered Through Technology

There has been a total of 1,260 students enrolled in technology-delivered classes (as of April 1985). (The delivery systems include television, cable, and audio teleconferencing.) They range from 17 years of age to 96 years. There were 750 females and 510 males.

The ethnic groups were these:

Caucasian	65%
Hispanic	17%
Black	10%
Other	8%

The occupations of persons enrolling in the technology delivered classes include nursing home administrators, registered nurses, occupational therapists, social workers, physical therapists, housekeepers, nursing assistants, D.E.S. agency workers, and community college educators.

Non-Credit Courses for Homebound Students

There were nine students enrolled in non-credit classes this semester. Homebound students are those who cannot leave their homes and take classes by audio teleconference or other methods. The number of non-credit students should increase, if this program is funded again.

Adult Basic Education

The Adult Basic Education Program is composed of three types of classes: General Educational Development (GED), Adult Basic Education (ABE) and English as a Second Language (ESL).

Last year, there were:

66 enrolled in ABE I
765 enrolled in ABE II
1,088 enrolled in GED
899 enrolled in ESL

The following chart describe the typical students in these adult education progams.

ENROLLMENT BY ETHNIC BACKGROUND

	WHITE	BLACK	HISPANIC	AM. INDIAN	ASIAN	TOTAL
ABE I (1-4)	55	25	58		11	149
ABE II (5-8)	496	131	384	98	46	1,155
G.E.D.	673	99	301	84	26	1,183
E.S.O.L. CITIZENSHIP	122	2	584		219	927
TOTAL:	1,346	257	1,327	182	302	3,414
%	39.4	7.5	38.9	5.3	8.8	100

ENROLLMENT BY AGE & SEX

AGE	MALE	FEMALE	TOTAL	PERCENT
16-17:	125	236	361	10.6
18-21:	437	464	901	26.4
22-24:	202	273	475	13.9
25-29:	267	354	621	18.2
30-44:	274	488	762	22.3
45-59:	74	172	246	7.2
60+ :	23	25	48	1.4
TOTAL:	1,402	2,012	3,414	100.
%	41.1	58.9	100.	

YEARS OF SCHOOL COMPLETED

	U.S.	FOREIGN	HIGHEST	PERCENT
NONE	1,022	2,347	2,347	68.7
1- 4:	60	133	133	3.9
5- 8:	571	304	571	16.7
9-11:	1,501	228	1,501	44.0
12+ :	260	402	402	11.8

DISABILITIES

	ENROLLMENT	PERCENT
PHYSICAL	95	2.8
MENTAL	34	1.0
EMOTIONAL	27	0.8
LEARN. DISABLED	82	2.4
INSTITUTIONALIZED	4	0.1
OTHER	37	1.1
NONE NOTED	3,177	93.1

HOUSEHOLD INCOME

	ENROLLMENT	PERCENT
UNDER- 4,000	1,478	43.3
4,000- 8,000	598	17.5
8,000-12,000	525	15.4
12,000-16,000	287	8.4
OVER-16,000	526	15.4

Special Interest Classes: Sun City

A total of 1,200 Sun City residents enrolled in Rio Salado Community College interest courses in 1985. The majority of these students are over 65 years of age.

KJZZ and Sun Sounds

The Arbitron ratings of Rio Salado's radio station, KJZZ, recently reported 72,400 listeners a week. Sun Sounds, the radio reading service for the blind and print-handicapped which operates on the subcarrier of KJZZ, reaches a combined Phoenix/Tucson audience of about 6400 per week.

While not technically students enrolled in non-credit classes, listeners are recipients of an important informational and educational service of the institution.

Listeners of KJZZ parallel the adult student target population in terms of age and background. Listeners to Sun Sounds are as diverse as our other populations, varing only in the requirement that they be print-handicapped.

EVALUATION OF RIO SALADO'S STUDENTS

The Rio Salado Community College student profile for both credit and non-credit courses indicates that the institution is serving the population it is intended to serve. That is, Rio Salado by design strives to meet the educational needs of the adult (as compared to the recent high school graduate) and indeed the majority of the students served are in the 20-39 year old category. Furthermore, many of Rio Salado's educational programs and services are fashioned for the lifestyle and educational requirements of special populations such as the working adult, the returning woman, the retired adult, and the homebound person.

Although general evidence exists to show that Rio Salado is serving the target populations, a better tracking system is needed to provide accurate statistics. For example, although program managers know the numbers of students enrolled in particular programs for target populations, it is currently not possible to provide more specific demographics for these groups such as age, ethnicity, and educational background. Also, the current system does not provide statistics by geographic area--only for Rio as a whole. Therefore, it is difficult to get an in-depth look at the Rio Salado student by geographic area.

However, a student tracking system has been designed, and implementation strategies should be initiated throughout the spring of 1986. Once totally implemented, student tracking should greatly improve.

STUDENT SERVICES

Rio Salado's underlying philosophy of providing convenient services for its students is well-illustrated by the area of student services. Included in student services are the following areas: Registration, Counseling/Advisement, Financial Aid, Veterans Services, Tutoring, Bookstore Services, Handicap Services, Student Library Services, and Instructional Media.

Since the last self-evaluation study, Rio Salado's Student Services has, for the most part, been decentralized in an attempt to better meet the unique needs of Rio's students. All services other than Registration and Financial Aid now emanate from the Associate Deans' offices.

STUDENT DEVELOPMENT CONCEPT

The college is attempting to design and deliver diverse student services based upon the student development model. The goals of student development are to view all services as partners in the educational process.

Student development is concerned with those services and activities that add to the total educational experience of the student. While classroom activities that prepare a student vocationally or for university transfer or improving current job skills are the major purpose of a community college, those activities are only a part of the total student learning program.

Student development has the responsibility for raising the sights of students, helping them set appropriate goals, develop motivation, and most importantly, gain life-coping skills necessary for a complex world.

The student development model seeks to personalize education. It works to retain the image of a college that cares about individual students.

In a college without a campus such as Rio Salado Community College, where the students are primarily working adults, student development is concerned with understanding adult development and the needs of adults at various life stages and applying this understanding in the design and delivery of required services.

The emphasis at Rio Salado has been primarily on an educational approach by offering services and counseling classes at a variety of centers as well as offering free forum presentations dealing with concerns of adults.

STUDENT RECRUITMENT

The college's multifaceted approach to student recruitment focuses on informing the general public and specific audiences about Rio Salado's programs. Each semester Rio Salado's course schedules are distributed throughout Maricopa County to the Circle K convenience stores and through local libraries. The College Information Officer (CIO) also promotes the concept of Rio Salado's county-wide services through radio advertising.

The Associate Deans tend to recruit students in specific geographic locations. Each semester thousands of tabloids or flyers containing the courses offered in specific areas are sent to residents in target geographic locations. Also, the Associate Deans place advertisements in local newspapers which again appeal to people living in certain geographic locations.

Program-specific recruitment also takes place through the Associate Deans. News releases, flyers, and brochures about specific programs are disseminated through appropriate sources such as local businesses and agencies. Advisory Committees also assist Rio Salado in recruiting students for specific programs such as Wastewater Management and Banking.

The Office of College Information also assists individuals in obtaining mass media coverage of special programs in the form of feature stories. Also the College Information Officer schedules Rio administrators on various radio and TV programs throughout the year to promote the Rio image.

Finally, all Rio administrators are scheduled as guest speakers for various service organizations and clubs throughout the county.

Perhaps, one of Rio Salado's most successful recruitment activities takes place through the Maricopa Skill Center. Students are recruited through 35 community-based organizations such as the Department of Economic Security (DES) and Vocational Rehabilitation.

Since Rio Salado mainly aims for the returning adult, only minimal recruitment is done at the high school level.

Evaluation of Student Recruitment

One of the many difficult questions that Rio Salado administrators ask themselves yearly is how the very limited promotional budget should be spent to recruit students. In spring of 1985, the College Information Officer conducted a survey to better understand what types of promotional materials the current students used. The survey indicated it was impossible to generalize about the best type of promotional materials because specific areas differed in their opinions about the materials (Exhibit A 14).

The conclusion the Rio Salado administrators have come to is that each area should be given promotional dollars to spend recruiting students from specific geographic areas or for specific programs and that the College Information Office should continue to work on developing the Rio image. Rio must continue to experiment with new ways to reach students.

Rio Salado also needs to work effectively on using existing programs to recruit for others. For example, the ABE/GED programs would be the prime feeder programs for Rio Salado's developmental credit programs. Many of the non-credit programs at the Skill Center should feed into some of Rio Salado's credit programs. This type of transition recruiting takes planning, and Rio Salado is currently investigating the many possibilities that exist for recritment within Rio's own programs.

REGISTRATION/INFORMATION SYSTEMS

One of the original operational charges to Rio Salado was to establish a registration system easily accessible to all students and potential students. Resulting from seven years of piloting new approaches, students can now register for classes at Rio Salado Community College by telephone, by mail, by visiting Area Offices, at the College Administrative Office, at military bases, at prisons, at select rural sites, and in-plant.

The Registration and Records office is also the hub of raw data collection. Through this office, numerous reports (Exhibit A 11) can be ordered to assist staff in making programmatic decisions. The potential of the data systems has yet to be fully maximized but efforts are underway to increase the useability of the data, to increase the frequency of data use in decision-making, and to increase the frequency of needed reports.

Evaluation of Registration Services

Over the past five years, the registration system at Rio Salado has greatly improved. Since telephone is the most prevalent means of registering, Rio Salado has developed a plan which makes this type of registration work efficiently. That is, several years ago a typical complaint was that students attempting to register by phone were put on "hold" for up to a half-hour or were transferred from department to department without being helped. The never ending problem of lack of adequate personnel to answer the phones has been improved by two additions. First, Rio Salado purchased a sequencer which assures that calls will be answered in the order of sequence. Secondly, Rio Salado has trained personnel from other departments to work in registration during the peak times. The additional personnel working in registration have improved the efficiency of the system.

Nonetheless, bottlenecks still exist during the two most critical weeks of registration. Sometimes registration taken by phone but not input directly into the computer tends to pile up, resulting in over-enrollment in some classes and needless cancellation of others.

Also, Rio Salado is still challenged by the problem of getting registration from distant sites such as the prison into the system in a timely manner. Courses scheduled for eight weeks (as opposed to the traditional sixteen weeks) often cause much concern because the registration must be input by the 45th day, and often the first eight-week session ends and the second eight-week session begins with only one day in between. However, when Rio Salado receives the portable computer terminals, which will have the capacity to conduct on-site registration, the time problem will be diminished.

COUNSELING/PROGRAM ADVISING

Goals

One of the major goals of the counseling and advisement program is to teach strategies whereby individuals can learn to solve problems, make decisions, accept responsibilities, and change behavior. The initial thrust of counseling relates to the individual as a developing adult in the role of a student.

A second goal is to aid students in increasing the effectiveness of the learning environment. This is accomplished by minimizing educational barriers, enhancing learning opportunities, maximizing successful educational experiences, and responding to the student needs and changes in student populations.

The counselor provides professional assistance to the student in coping with personal situations, improving relationships with others, focusing on vocational choices, and defining educational plans.

Program

The counseling and advisement program at Rio Salado Community College is divided into seven functions:

Orientation - Talks are given by the staff within various community settings and organizations to inform the community of the availability of educational programs or to develop programs for specific populations.

Assessment - Currently, assessment services are provided in English, mathematics and reading. The District is piloting tests provided by American Council on Testing (ACT) and the College Board (CB) to determine which might best meet the needs of all seven colleges.

Advisement - Trained advisors help students plan academic programs by providing information and decision-making assistance.

Teaching - The majority of counseling services at Rio Salado Community College are provided thrugh classes (groups). These classes provide an opportunity for groups of students to learn, share, and explore together. They help students gain self-worth, confidence, and life-coping skills.

These classes cover the major personal needs of adult students in such areas as: personal development, career choice, communication, stress management, leadership development, death and divorce.

College credit is important to adult students and these counseling classes are two credits each.

Personal Counseling - Students can meet with a counselor for help with personal blocks to education. These blocks may include test anxiety, poor study skills, lack of self-confidence, depression, personal loss (death, divorce) and problems in decision-making or in goal setting.

Whenever possible, students are referred to the classes and students needing therapy are referred to community agencies.

Career Guidance - This provided to help students better understand themselves, their needs, and their skills in relation to the world of work and life choices. It also helps students narrow career options and provide resources for career exploration and equips students with efficient job-seeking skills.

While students may meet personally with counselors for career testing, decision-making, resume writing, etc. they are primarily encouraged to take the career classes.

Consulting - Counselors often meet with instructional faculty concerning specific student problems and teaching situations. Counselors also facilitate training groups for faculty and staff.

Evaluation Counseling and Advisement Services

The decentralization of Rio Salado's Student Services has greatly improved the use of its Counseling and Advisement Services. Each Associate Dean now has either a full-time counselor, program advisor, or student services technician for program support. The counselor and advisor are assigned to certain programs and become experts in working with specific types of students and programs. In addition, each area employs part-time counselors and advisors as needed. Both administration and students believe this arrangement to be preferable to the centralized counseling and advisement model.

One concern is that the Rio North Area has only a half-time counselor. This area, which serves over 3,000 students, now employs part-time counselors and advisors.

FINANCIAL AID

Program

Rio Salado Community College has an assortment of Federal Aid programs available to eligible students. Complete information relative to program availability and eligibility criteria is available in the Student Financial Aid Brochure. Scholarship programs and veterans services are included.

All aid is processed, awarded, and disbursed at the Central Administrative office at 135 North Second Avenue. As a consequence, all financial aid recipients regardless of class sites (North, East, South, West) must commute to the Central Office for service.

Through a declaration of the Maricopa Community College District Governing Board, the Maricopa Skill Center is an integral part of Rio Salado Community College. Accordingly, financial aid under the auspices of Rio Salado is available to Skill Center students. To facilitate the process of providing assistance, separate physical facilities are located at the Skill Center. Two staff members are available there to provide assistance to students. Rio's Financial Aid Director is directly responsible for administering financial aid at both sites.

Evaluation of Financial Aid Programs

The nature of Rio Salado's credit students (working adults) minimizes the financial aid needs of these students and the credit-based program has remained small when compared to a traditional campus. However, financial aid is greatly needed at the Maricopa Skill Center. In fact, the Financial Aid Officer is now scheduled at the Maricopa Skill Center four days per week serving students in the clock hour programs.

One concern voiced by students in rural areas is that no mechanism exists for sending funds obtained through financial aid directly to the student. That is, students must drive long distances to obtain initial financial aid checks, and this presents a problem for students who work during the day because the Financial Aid office is open only during the day.

TUTORIAL SERVICES

Tutoring is available upon request by the student or by referral from the faculty. Tutoring is conducted in various formats, such as in class by assisting students individually and in small groups, at educational sites, area offices, public libraries, and other on-off campus locations convenient to the student.

Evaluation of Tutorial Services

The strengths of the Rio Salado tutorial service are many. Decentralized tutoring services are available on/off site, evenings and weekends. Students enrolled in off-site courses and programs may get tutoring services in a prompt and efficient manner without undue difficulty or delay. Adult learners enrolled part-time may use tutoring services without paying a fee. Area Offices are staffed by persons trained to serve the needs of an adult learner.

Two concerns about Rio's tutorial services are these: tutoring services are for all students and have not been reviewed to determine their suitability for our adult learners, and Rio Salado Community College has no formal mechanism for evaluating the effectiveness of tutoring services.

BOOKSTORE SERVICES

Bookstore services are provided in a variety of ways depending on student need and preference. Rio Salado uses the contracted services of Campus Stores of Arizona, Incorporated, as the primary provider of bookstore services. Books are sold to students at many community class locations throughout the service area at the beginning of each regular semester. Those locations scheduling short-term semesters also have on-site book sale days.

Books and materials can be purchased in the Rio Salado section of the bookstore on the Phoenix College campus. Books and materials are located in a separate section of that facility for easy access and personalized service for Rio Salado students.

Students may also order books and materials from Campus Stores by phone and by mail. Payment can be by check or by credit card and by C.O.D. Buy-back is also available through the mail.

Should the bookstore sell out of a required book, students can prepay orders and be supplied with the materials by mail when stock is available.

Evaluation of Bookstore Services

The organization of bookstore services is appropriate to the diverse student body of the college. The sale of books and materials at class locations and the mail and phone order options provide convenient and timely service to the students.

Although the majority of problems have been resolved, Rio Salado bookstore services have a few areas which need attention. That is, at mall sites and at the military bases, book sales during the first week of class are slow and arduous. Because the book sale crew is sometimes not organized, students must wait unnecessarily to purchase a textbook. Also, at some sites students complain that the temporary bookstore is not open during hours convenient to them.

Nonetheless, student evaluations of bookstore services appear positive in most cases.

SERVICES FOR THE HANDICAPPED

Special services for handicapped students are provided to meet the needs of the individual. All facilities are accessible to handicapped students. Signers are provided for deaf students by coordinating with special service units at the other colleges. Since several of the district colleges provide services to a specific disability group, students are also referred to sister colleges.

Students participating in the Homebound Project are unable to attend a traditional classroom because of physical and/or psychological disabilities; they are able to participate from home in audio teleconference classes on the SUNDIAL Network. Headsets are provided to students who cannot hold a telephone handset. Print materials are recorded and distributed to print-handicapped students at no charge. The Homebound Project coordinates with the Arizona Regional Library for the Blind/Physically Handicapped and the National Recordings for the Blind to ensure that published textbook materials are recorded. The Homebound Project networks with local, state, and national agencies and organizations to promote live, interactive access to education for severely physically or psychologically disabled people.

Evaluation of Services for the Handicapped

Within each area, the services provided do meet the needs. The Homebound Project actively recruits students and has been able to serve them well. These students are now requesting courses leading to employment, possibly home employment, and that challenge is what faces the project in the near future.

STUDENT LIBRARY/MEDIA SERVICES

Library Services

Rio Salado Community College students are encouraged to use the excellent library collections at each of the six campus colleges in the Maricopa Community College District in addition to numerous public libraries. Access to the community college district's library services is provided to students with a current billing statement from Rio Salado. Those not receiving a billing statement (e.g. those students charging fees on credit cards or who have fees paid by employers) are issued a dated student identification card indicating the current semester and primary class location (e.g., Williams Air Force Base, Motorola).

To facilitate location of materials, ComCat, a microfiche common catalog of all catalogued materials available in college district collections, is available at Rio Salado Area

Offices and the Rio Salado Administrative Office, as well as at many of the public libraries. This tool can be used by students to identify and narrow research topics and as a browsing guide. Students identify the material desired, call the library where the material is housed, request that the library hold the material for the student, and travel to the library to check out the material. This initial screening allows students to ensure that materials are available and to avoid "blind" trips to check out materials that are not currently in the library.

In addition to borrowing materials from community college libraries, students may also borrow materials from any public library in Maricopa County. This is possible because of reciprocal borrowing agreements among all city and county libraries.

Students may also use the library facilities at Arizona State University even if not enrolled at the University. A fee of $2.00 is assessed non-ASU students for use of their large research and academic library. The University also provides many special collections dealing with topics related to the Southwestern United States.

Besides the public and academic libraries, many large Valley employers maintain special libraries in their facilities. Examples of these are Motorola, Samaritan Health Services, and Valley National Bank. Students enrolled at Rio Salado and employed by these facilities often use locally housed materials at the work-place directly related to their area of study.

Interlibrary loan is available through the public library system. Due to time delays in acquiring materials should the college act as a clearinghouse for this service, students are directed to their nearest library to request this support service.

To encourage students to use the library, many English classes hold one class meeting in library facilities. Also available for student viewing is a set of 15 locally produced 1/2 hour video tapes on how to use the library. A set of these tapes is available at our Sun City office, Paradise Valley Mall Center, and the Main Administrative office.

Student Media Services

Although the media services at the college are primarily for instructor and administator support, students do have access to some services. These include duplication of foreign language audio tape sets, a viewing room for students enrolled in television courses, duplication of class tapes from audio teleconference classes, and graphics' design assistance and materials for class projects. Should students require mediated materials (e.g. films) and equipment for class reports or projects, requests are submitted to the class instructor who then submits the request to media services.

Evaluation of Student Library and Instructional Media Services

An area of continuing concern with Rio Salado Community College administration is that of providing students with adequate access to quality college library services. Rio Salado administrators rely heavily on the faculty to both encourage library work and to direct students to appropriate libraries. The Director of Library Services attends all faculty orientations with the goal of informing faculty about library services available to the students. The Area Deans also emphasize during the orientations the importance of including library work in all Liberal Arts classes.

According to faculty and students, the Student Media Services appears to be adequate and the dissemination of student tapes has been timely and convenient for the students.

FACILITIES

Rio Salado Community College is designed as a college without a campus: its campus is Maricopa County. Classes are held in facilities throughout the county, in high schools, elementary schools, churches, business centers, military bases, prison facilities, industrial plants, shopping malls, and community buildings. The county is divided into four geographic areas and three program-service areas. Each area has an Associate Dean assigned to a facility which serves as the administrative office for the area. Some of the areas have classroom space as well as space for student support and instructional services.

MAIN ADMINISTRATION LOCATION

Rio Salado Administrative Offices are located in a 21,811 square-foot, leased facility at 135 N. 2nd Avenue, Phoenix, Arizona. This houses the office and staff for the President; the Dean of Instruction; the Director of Administrative Registration, and Financial Aid Services; the Associate Dean of Instructional Technology and Design; the Associate Dean of Area Central/Agencies; the Associate Dean of Professional Training and Development; the director and staff of Registration and Information Systems; the director and staff of Word Processing and Print Services; the staff of Financial Aid and Veterans Services and the directors and staff on special Non-Credit Programs.

GEOGRAPHIC AREAS

Rio Salado has divided Maricopa County into four geographic areas (East, West, Central/Agencies, and North) and three service areas (Instructional Technology and Design, Professional Training and Development, and Westridge Mall/ Adult Developmental Education). Each area office houses an Associate Dean and his/her staff.

Area East

The area office for the East Area occupies 980 square feet and is located at 1540 East University, Suite 100, Mesa.

Area East classes are being offered in the following locations:

Chandler, Arizona - Population 55,000
  Chandler High School, 300 N. Arizona Avenue
  Williams Air Force Base

Fountain Hills, Arizona - Population 4,000
  Fountain Hills Elementary School, 17300 Calaveras St.

Gilbert, Arizona - Population 10,500
American Aerotech, 12247 S. Gilbert Rd.

Guadalupe, Arizona - Population 4,494
Frank Elementary School, 8409 S. Avenida Del Yaqui

Mesa, Arizona - Population 212,000
Carson Jr. High School, 525 N. Westwood
Dobson High School, 1501 W. Guadalupe
Mesa Community College, 1833 W. Southern Ave.
Mesa High School, 1630 E. Southern
Mountain View High School, 2700 E. Brown Rd.
Mesa Vocational Technology Center, 260 S. Center
Rhodes Jr. High School, 1860 S. Longmore
Westwood High School, 945 W. 8th St.

Phoenix, Arizona - Population 1,710,300
Arcadia High School, 4703 E. Indian School Rd.
Phoenix Zoo, 5810 E. Van Buren

Scottsdale, Arizona - Population 100,000
Chaparral High School, 6935 E. Gold Dust
Forest Homes, Inc., 10313 E. McKellips
Scottsdale Memorial Hospital, 7400 E. Osborn Rd.
Scottsdale Public Library, 3839 Civic Center Plaza
Scottsdale Vocational Technology Center,
7412 E. Indian School

Tempe, Arizona - Population 106,000
Cook Christian School, 708 S. Linden Lane
Marcos de Niza High School, 600 S. Lakeshore Dr.
Tempe High School, 1730 S. Mill Ave.

Area Central/Agencies

In May, 1983, the Area North office was divided into two geographical areas. The northern portion is now housed at Paradise Valley Mall. The southern area is housed within the Administrative office building at 135 N. 2nd Avenue, Phoenix, on the third floor. Three offices, one conference room, and a general working area comprise the physical plant. The geographical boundaries for Area Central are 59th Avenue (west) to 48th Street (east), and Bethany Home/Northern Avenue (north) to Broadway Road (south).

At the present time, credit classes are being offered at the following locations:

Agencies

Arizona Department of Education, 1535 W. Jefferson
Arizona Attorney General's Office 1275 W. Jefferson
Arizona State Personnel Bldg., 1831 W. Jefferson

Arizona Department of Transportation,
205 S. 17th Ave.
Arizona Occupational Licensing Bldg.,
1645 W. Jefferson

Public Schools Located in Phoenix

Alhambra High School, 3829 W. Camelback Rd.
Brophy College Preparatory School,
4701 N. Central Ave.
Camelback High School, 4612 N. 28th St.
Creighton Middle School, 2802 E. McDowell Rd.
Kennedy School, 2702 E. Osborn Rd.
Machan School, 2140 E. Virginia St.
Madison School District, 5601 N. 16th St.
Maricopa Skill Center, 4118 E. Wood St.
Wilson School, 2411 E. Buckeye Rd.

Other Locations in Phoenix

City of Phoenix/Public Works Dept.,
1724 E. Indian School Rd.
Lifestyle Counseling Center, 3030 N. 67th St, Suite A
MCCD/Aloha Facility, 3910 E. Van Buren St.
Phoenix Camelback Hospital, 5055 N. 34th St.
Phoenix Job Corp Center, 518 S. 3rd St.
Phoenix South Community Mental Health Center,
1424 S. 7th Ave.
Samaritan Health Services, 1500 E. Thomas Rd.
St. Joseph's Hospital/Cullen Bldg., 351 W. Thomas Rd.
Triple R Foundation, 5833 S. 3rd St.
Walsh Brothers, 1818 N. Central Ave.

Area North

The area office for the North Area is located at 4550 E. Cactus, Suite 116, Paradise Valley Mall, Phoenix, Arizona. It consists of seven classrooms, one small storage room, a book room, one teleconferencing area and the administrative offices. The square footage of the entire office and classrooms is 6,471 square feet. Rio North serves the 504 square miles of the northern portion of Maricopa County from Scottsdale Road west to 40th Avenue and from Northern Avenue north to the county line, and serves a population of approximately 975,000.

At the present time, credit classes are being offered in the following locations:

Phoenix, Arizona - Population 1,710,300
Blue Cross/Blue Shield, 2444 W. Las Palmaritas
Moon Valley High School, 3625 W. Cactus
Paradise Valley Mall Center, 4550 E. Cactus

Phoenix College, 1202 W. Thomas
Shadow Mountain High School, 2902 E. Shea Blvd.
Thunderbird High School, 1750 W. Thunderbird

Glendale, Arizona - Population 100,000
    Apollo High School, 8045 N. 47th Ave.
    Deer Valley High School, 18424 N. 51st Ave.
    Desert Sky Junior High School, 1750 W. Thunderbird

Scottsdale, Arizona - Population 100,000
    Sandpiper Elementary School, 6724 E. Hearn

Tempe, Arizona - Population 106,000
    Papago Water Treatment Plant, 1 Campo Allegre

Area West

The Area West office is located in the Bell Plaza Professional Building, 10451 Palmeras Drive, Sun City. The 900 square feet of administrative space includes a reception/secretary/registration area, a storage/work room, and the Associate Dean's office. In addition, there are six classrooms measuring about 900 square feet each. The fact that classroom space is available makes it possible for the area to offer classes from 8:00 a.m. to 10:00 p.m. and allows for special weekend classes on Friday nights, Saturdays and Sundays. The geographic area covered extends from 59th Avenue west to the county line, and from Broadway Road north to the county line.

Credit classes are currently being taught at the following locations:

Avondale, Arizona - Population 9,500
    Aqua Fria High School, 530 E. Riley Dr.

Buckeye, Arizona - Population 3,500
    Buckeye High School, 902 Eason Avenue

Glendale, Arizona - Population 100,000
    Cactus High School, 6330 W. Greenway Rd.

Gila Bend, Arizona - Population 2,300
    Gila Bend High School, 308 N. Martin

Goodyear, Arizona - Population 3,137
    Perryville Prison

Litchfield, Arizona - Population 3,000
    Litchfield Elementary School, Litchfield Rd.
    Luke Air Force Base, Litchfield Rd. & Glendale Rd.

Peoria, Arizona - Population 11,500
  Dysart High School, 11405 N. Dysart Rd.
  Dysart Jr. High School, 11405 N. Dysart Rd.
  Peoria High School, 11200 N. 83rd Ave.

Phoenix, Arizona - Population 1,710,300
  Trevor Browne High School, 7401 W. Catalina Dr.

Sun City, Arizona - Population 53,500
  Bell Plaza Center, 10451 Palmeras Dr.

Tolleson, Arizona - Population 4,000
  Tolleson High School, 9419 W. Van Buren

Wickenburg, Arizona - Population 3,157
  Wickenburg High School, 250 S. Tegner ST.

Westridge Mall

The Westridge Mall Adult Developmental Education Center located at 7611 W. Thomas Road was established fall 1984 to serve the citizens of southwest Maricopa County. There are seven classrooms at a total of 5,500 square feet. Numerous other locations throughout the county are used (rent free) for the Adult Developmental Education.

Professional Training And Development

The office for the Associate Dean and staff is in the administrative offices at 135 N. 2nd Avenue. Instruction occurs in many manufacturing plants and at the Joint Apprenticeship Council (JAC) sites. These sites include the following:

Chandler, Arizona - Population 57,000
  Motorola, Semiconductor, 1300 E. Alma School Rd.

Mesa, Arizona - Population 210,000
  Cigna, 450 W. 4th Pl.
  Cwa-Mountain Bell Training Partnership, Inc., East
  Westwood High School, 945 W. 8th St.
  Hughes Helicopter, 5000 E. McDowell
  Motorola Semiconductor, 2000 W. Broadway Rd.
  Mountain Bell, 460 N. Mesa Dr.

Phoenix, Arizona - Population 1,710,300
  Arizona Public Service, Palo Verde Nuclear Power Station
  Arizona Public Service, 2216 W. Peoria
  Arizona Public Service, 10025 N. 21st Ave.
  Arizona Public Service, 411 N. Central Ave.
  Asbestos Workers, 1841 N. 24th St, Suite 8

Associated Builders & Contractors,
8312 N. 15th St., Ste. 302
Bricklayers Apprenticeship, 2601 E. Monroe
Carpenters, JATC, 2625 N. Holly
Cigna, 43rd Ave. and Olive
Cigna, 2141 E. Camelback Rd.
Continental Circuits Corp., 3510 E. Atlanta
Crestwood Academy, 2103 E. Southern
CWA-Mountain Bell Training Partnership Inc., West
9224 N 5th St.
Electrical JATC, Phoenix, 615 E. Palo Verde Dr.
Garrett Turbine, 34th St. and Washington
Genrad, 14841 N. Black Canyon Hwy.
Glaziers JATC
Honeywell, Inc., 13430 N. Black Canyon Hwy.
Ironworkers JATC, Statewide, 950 E. Elwood
Lucky's Auto Division, Granada Royale,
3210 Grand Ave.
Millwright JATC, 2625 W. Holly
Motorola, Semiconductor, 5005 E. McDowell Rd.
Mountain Bell, Bell Plaza, 3033 N. 3rd St.
Mountain Bell, Career Resource Center,
4041 N. Central Ave.
Mountain Bell, Olive Square, 43rd Ave. and Olive
Mountain Bell, 16 West McDowell
Operating Engineers, 3225 S. 22nd Ave.
Painters and Decorators JATC, 1841 N. 24th St.
Pipe Trades JATC, 3109 N. 24th St.
Plasters and Cement Masons, Local 394,
1437 E. McDowell
Roofers, JATC, 1917 E. Washington
Salt River Project, 600 E. Curry Rd.
Sheetmetal Workers, JATC, 2534 E. Adams
Sperry Flight Systems, 2111 N. 19th Ave.
Teamsters, JATC, 1820 W. Broadway

Scottsdale, Arizona - Population 100,000
Motorola, GEG - Hayden, 8201 E. McDowell
Sentry Insurance, 9501 E. Shea Blvd.

Tempe, Arizona - Population 106,000
Conner Manufacturing, 1725 W. 10th Pl.
First Interstate Services, 1305 W. 23rd St.
Garrett Pneumatic, 8700 S. Kyrene Rd.
Harlequin Reader, 2504 W. Southern
Motorola, GEG, 211 E. Elliot Rd.
Mountain Bell, 3005 S 52nd St.

Maricopa Skill Center

The Maricopa Skill Center occupies 72,000 square feet of leased space at 4118 E. Wood. The facility includes administrative offices, conference rooms, numerous specialized classrooms and labs, and a full cafeteria serving students and staff.

Additional Facilities

In addition to the four main geographic and program areas discussed, there are other education structures within Rio Salado that serve the public by offering classes, seminars, and lectures, and thus require facilities to house their personnel as well as to carry on their activities.

	No. of Sites/Space in Sq. Ft.
IT&D Course Operations	39 Sites
KJZZ-FM Radio	4,200 Square Feet
SUN SOUNDS, Phoenix	2,500 Square Feet
SUN SOUNDS, Tucson	1,500 Square Feet

EVALUATION OF FACILITIES

When Rio Salado Community College was established in 1978, the concept of leasing/renting all of its facilities not only provided the flexibility that the college wanted; but was cost-effective. However, the administration now believes that it may be better for the district to invest in selected permanent facilities. For example, the cost of leasing major office space in the central Phoenix area is escalating. The costs of the current five-year lease for the Administrative Office are shown below:

Year	Total Paid	Cost/Square ft.
1981-82	$ 186,258	8.52
1982-83	$ 233,623	10.71
1983-84	$ 275,741	12.04
1984-85	$ 279,099	13.62
1985-86	$ 347,819	15.95
TOTAL	$1,322,540	

Obviously for the $1,322,540, the District could have purchased or built a facilty.

It should also be noted that the lease costs are charged to the operational budget.

The administration now believes that Rio Salado Community College and the District must reconsider its philosophy about total leasing/renting. At the August 27, 1985, Governing Board meeting, Rio Salado's president was asked to investigate permanent facilities, for Rio Salado's administration headquarters and for the Maricopa Skill Center.

Over the past seven years Rio Salado Community College has worked deligently to establish itself as an integral educational service in the many communities it serves. For a non-campus college an important element which establishes such a presence is the area office.

When Rio Salado opened its doors in 1978, the area office was mainly an administrative site which provided a community-based office from which the associate deans could work to provide support services for faculty and students.

As Rio Salado grew and became an important facet of certain geographical communities, the concept of an area office expanded. Today, the ideal area office (according to the RSCC administration) is an instructional site as well as a support site.

The classroom/area office facility provides Rio Salado with even more of a sense of place and has become a focal point in the various geographical areas served. The inclusion of classrooms at an area office facility has caused interaction between administrators and students which, in turn, has made administrators more knowledgeable about and sensitive to the needs of the students they serve.

At the present time Rio Salado administration believes it is imperative to convert, as soon as possible, the East area office into an office/instructional facility.

In summary, Rio Salado must work toward eventually converting all of its area offices into office/instructional facilities.

The renting of classroom facilities in schools and other public buildings still appears to be a cost-effective way to meet community needs and remain flexible. Over the years, the rental charges for most of these facilities has stabilized.

EQUIPMENT

ADMINISTRATIVE COMPUTERS

Currently, each major administrative office has an office-management system computer which provides access to electronic mail, word processing, calendar management, and spread sheet. IBM Executive Work Stations have been installed for all administrators at the Associate Dean level and above. Also, on order are portable computer terminals which will be used for on-site registration and for accessing advisement and career placement materials.

At present, Rio Salado Community College shares a VAX 780 with two sister colleges for administrative support. Current plans (approved in concept by the Governing Board meeting in October 1985) provide a separate VAX for Rio. This will greatly improve the college's ability to add additional direct-line connections to the VAX. At present, many of the terminals have only dial-up capabilities.

AUDIO TELECONFERENCING

The audio teleconferencing bridge and related equipment were another major investment allowing the hookup of twenty different locations. The teleconferencing studio contains high-quality audio control boards and related support equipment. Six slow-scan transceivers will be disseminated to various sites and provide for the transmission of video images. A computerized library of video images is also under development.

COMPUTER LABS

At the present, three area offices, (Westridge Mall, Paradise Valley Mall Center, and Bell Plaza Center) have computer labs which support computer literacy programs. Westridge Mall has 15 IBM computers and printers; Paradise Valley Mall has both an Apple IIe lab with 15 computers and printers and an IBM Lab with 15 computers and printers. Finally, Bell Plaza Center has an Apple IIe Lab containing 16 computers and printers.

A fourth computer lab will be operational during the spring of 1986. This lab, the result of a cooperative effort between Rio Salado and the Arizona Department of Transportation, will contain 16 IBM PC stations purchased by Rio Salado. The Department of Transportation is providing the facility, a double-wide trailer, and will provide all security and maintenance.

Rio Salado has purchased ten Apple IIe computers and printers for the Rio Computer Literacy Program at Perryville Prison. These computers are maintained by the district.

Motorola/Rio Salado Portable Electronic Labs

Rio Salado and Motorola jointly purchased eight electronic labs each containing an oscilliscope, a voltage reader, bread boards, circuits and other miscellaneous parts. The labs support the Rio Salado programs offered at the Motorola site and are maintained by Motorola.

Maricopa Skill Center

The Maricopa Skill Center has extensive equipment in support of its diverse occupational programs. Simulated work-place labs support the office occupation, health occupations, machine trades, auto body, welding, meat cutting, food preparation, cashier/retail sales, and electronic fabrication programs. Equipment is identified with the assistance of active advisory committees and funds are provided through district allocations, the center's operational budget and through donations. The administrative functions are supported through computers, some of which are part of the district VAX network; others operate independently.

AUTOMOBILES

The college owns one van and two small station wagons which are used for delivery of instructional materials.

EVALUATION OF EQUIPMENT

During the past five years, Rio Salado has invested heavily in the purchase of equipment, both for administrative and instructional purposes. The investment in computers and terminals for the area offices has paid off in effective and timely transmission of enrollment data. Electronic Mail has been a great time saver--especially because of the great distances between the Rio Salado Area Offices and its central support office. Rio employees, from administrators to support personnel, have become more effective in performing their jobs because of Rio's investment in technology.

The district has and continues to handle most of Rio's equipment maintenance making the upkeep of equipment less of a problem than it was in the past.

INSTRUCTIONAL/INSTITUTIONAL SUPPORT SERVICES

At a non-campus college, effective instructional and institutional services must be customized to meet the unique requirements of the users and also must be conveniently available to the users. Rio Salado is proud of its support services because they, like Rio Salado, have become tailored to serve the needs of a non-campus, county-wide college.

LIBRARY SERVICES

It is not uncommon for instructors involved in post-secondary education to use library resource materials (print and non-print) to supplement their curricula. Not only will the services of a library help meet and enhance the educational requirements of a course for the student, but the services also provide a means by which the instructors can expand, explore, and stay current in their fields.

Because Rio Salado does not own any permanent facilities, it is fortunate to have the availability and services of a variety of libraries. These libraries include the one at Arizona State University, and the six belonging to the Maricopa County Community College District, in addition to public and county facilities. Networking allows for accessibility to large, well-stocked research collections as well as to recreational reading centers. This accessibility has been further enhanced by a reciprocal borrowing agreement among the public libraries in Marciopa County. This agreement makes it possible for a patron with a card from his/her "home" library (the library nearest the residence) to be issued a card by any other public library in the county. This is of a particular value to the Rio Salado student and/or instructor who might live in one area of the valley, work in another, and attend or teach class in yet another.

At a recent Governing Board meeting, a comprehensive plan for library automation was approved. This program will greatly enhance the accessibility of library materials for students and faculty at all district colleges.

Additionally, the second floor of Rio Salado's administrative office building houses a professional library containing a small, ready-reference collection, pertinent serials, vertical file materials, and a small, but useful, professional development collection. Instructors also have the availability of microfiche copies of the District "COM-CAT" (an index of the collections in all the MCCCD libraries). When the materials cannot be found within the district, the library staff at Rio Salado can initiate an interlibrary loan (ILL). At present, these orders are processed through the Amigos system housed at the Phoenix Public Library; however, the recent decision by the district libraries to join OCLC will allow for a much faster turn-around time.

Rio Salado has a professional library staff who, in addition to making arrangements for intercampus/interlibrary borrowing and delivery of materials, receive and route selections from free and paid subscriptions to professional journals. In addition, the library staff is available to instructors. As classroom resources for a library orientation by invitation of the instructor, they will meet with a class or make available a fifteen minute video tape entitled "More Than Books." Moreover, this same staff has established and maintains a liaison relationship with other libraries in the county as a means of keeping those professionals and communities aware of Rio Salado and its expanding programs.

MEDIA SERVICES

Rio Salado Community College provides faculty and students with an inventory of standard audio visual equipment: 16mm projectors, audio and video tape recorders, slide projectors, record players, overhead projectors, caramates, microfiche readers, and opaque projectors. While most of the inventory is housed at the Rio Salado Administrative office, equipment has been placed in each area office as well as at the Paradise Valley and Westridge Mall Centers. In addition to its own inventory, Rio Salado has made agreements with the instructional media centers on the other Maricopa County Community College campuses for the cooperative use of equipment on an "as available" basis. Additionally, media support is usually available at community sites where courses are being offered.

For the most part, Rio Salado uses leased or loaned media software for use in the classroom. Rio Salado Community College belongs to the Central Arizona Film Cooperative at Arizona State University. Most of the films are rented on a weekly basis, and during the 1984-85 semesters of classes, over 400 film selections were viewed in Rio classes. While some films are borrowed from other agencies throughout the United States, most are obtained locally. Software requests are processed through the area offices to the Media Director, then distributed by courier or through the intercampus mail system. Rio Salado has begun to build its own small library of media software for classroom use. These purchases have been made only when there were not other means for obtaining the material, or when the demand was so great that outside sources could not provide satisfactory service.

A graphics room equipped with a drafting table, a light table, a Kroy lettering machine, and clip-art prepares many of the flyers, invitations, special awards, etc., for the college and its staff. The department produces the more traditionally used transparencies as well as less conventional items such as buttons for special awards. The purchase of a new software package has made it possible to prepare greeting cards, small signs, and banners for any number of occasions. With a professional photographer on staff, the department also provides slides, publicity photos, and newsstand materials.

Rio Salado does not have a video studio per se, but does make two cameras and portable half-inch equipment available for classroom use. This equipment does not have broadcast quality and there is no means for editing, but it is certainly satisfactory for workshops and guest speakers.

Using Panasonic three-quarter inch tape recorders, the Media Department is able to process a large volume of tape duplication. The half-inch duplicating equipment provides an adequate means for duplicating television classes for video cassette sites. The audio duplication capabilities of the department consist of a high-speed duplicator which allows for the duplication of three audio tapes at one time. Foreign language instructors have found this particular service to be very beneficial. The duplicating equipment is shared with the Sundial studio for duplicating teleconferencing tapes for distribution to students.

The Media staff should be considered a valuable instructional resource as well. They are pleased and eager to present workshops on any phase of media. As an extension of this capability, the Media Director makes every effort to meet with all the faculty at least once each year. This is usually accomplished at orientations or on other in-service occasions.

PRINT SERVICES

Rio Salado staff and faculty have print services available to them. The print shop housed on the first floor of the Administrative Office building. This department staff includes one full-time printer, and the mail/receiving clerk, who has had training on all of the equipment. The equipment includes: an A. B. Dick 360 offset press, a collator/stapler, a folder, a master maker, and two photo copiers.

It should be noted that this is a college-wide service, and when it becomes necessary to prioritize jobs, print shop personnel put them the following order: (1) classroom materials for credit classes, (2) administrative needs, (3) promotional material for credit classes, (4) student newsletters, (5) non-credit classroom materials, (6) non-credit promotional materials, and (7) self-supporting and externally funded programs. In addition, there are photo copiers located at each of the area offices in the Paradise Valley and Westridge Mall Centers.

Statistics show that during August 1984 through June 1985, 1,027,356 pages were produced and 385,646 pages were stapled. The average turn-around time is 35.3 hours and the average processing time is 3 hours.

WORD PROCESSING SERVICES

Word Processing capabilities could easily be considered as a second print service. The Word Processing Center is located on the third floor of the administrative office building and includes a staff of one supervisor and five word processing technicians.

For the most part, the services of this department are used by administrators, full-time faculty, and the staff of the department of Instructional Technology and Design.

Some of the many capabilities and conveniences of the word processing center are found in the accurate and easy accessibility and dissemination of mailing lists and labels, faculty files (all part-time faculty who are available to teach), faculty evaluation files, grants, reports, curricula (including course outlines, etc.), as well as committee minutes and reports.

The Word Processing Center has a twenty-four hour a day dictation line, available from any site where there is a telephone, with a two-to-three hour turn-around time from dictation to proofed copy. It is also used to down-load documents from the electronic mail system directly into word processing.

In 1984-85 the total number of pages processed was 76,709. The monthly average number of pages processed was 6,392. The cost per page was $1.88.

MAIL DELIVERY SERVICES

Rio Salado Community College administration, faculty and support service personnel are serviced by a number of different mail systems. The first of these is the U.S. Mail which is picked up by the Rio Mail Clerk at 9:30 a.m. each morning at a designated substation with outgoing mail being taken directly to the main post office at 3:30 p.m. each afternoon. Packages and bulky items are generally sent through UPS, and those stops are made at the Rio Administrative office upon request on an "as needed" basis.

A second mail service is provided through the intercampus mail system. This delivery allows for transfer of communication among the various Rio Area offices and all the other campuses in the Maricopa Community College District. Intercampus mail is delivered on a daily basis according to a set schedule and route.

A third delivery system, a department courier service, is limited to use of the staff in Professional Training and Department (PT&D). PT&D (primarily apprenticeship and industry classes) does not have defined areas or site supervisors, as do the Area offices; therefore, a courier service has proven to be effective and efficient in routing rosters, books/classroom materials, media equipment, etc., to their concerned sites. Using a school vehicle, the courier spends an average of six hours covering approximately one hundred miles each day.

COLLEGE INFORMATION SERVICES

Rio Salado's first full-time College Information Officer (CIO) was hired in the fall of 1983. Her charge was to develop a college image and to improve internal and external communications by coordinating marketing and public relations activities within the college and with the district Office.

The result has been a regular monthly newsletter, (Exhibt A8) the development of a graphic standards policy, (Exhibit A3) and the production of professional college publications, (Exhibit A10) and graphics materials to be used college-wide or by department. Furthermore, the CIO has worked with the district advertising agency to dovetail advertising with district student recruitment and awareness campaigns. Professional artwork and sound production are now used in college advertising.

The College Information Office is also responsible for the organization of yearly Rio events such as: the Part-time Faculty Reception, the Community College Week Breakfast, and one District-wide Management Breakfast each year.

EVALUATION OF INSTRUCTIONAL/INSTITUTIONAL SUPPORT SERVICES

The very nature of a non-campus college prohibits the ownership of a traditional library for both student and faculty use. Nonetheless, Rio Salado administrators have compensated for the lack of ownership in two ways. First, they have negotiated convenient-use arrangements for students and faculty with comparable, existing libraries. Second, they have made a concentrated effort to educate the faculty and students about the use of these libraries.

Rio Salado Community College administrators and faculty believe that the current library system adequately meets the needs of the typical Rio Salado Community College student and faculty member.

A concern which Rio Salado is still grappling with is the question whether or not the faculty of a non-campus college tend to require less library work than at a traditional college with its own library. The Associate Deans have dedicated a portion of every orientation session to the subject of library facilities and the importance of library-related assignments for certain areas.

In the past five years, the Media Service Department has made major strides to increase the types of services it offers and to provide convenient support to outlying areas. It has evolved from a department designed primarily to support Instructional Technology and Design, to a department which prides itself in providing services to Rio Salado staff located at various sites in the county.

Media Services could be even more effective in providing services if it had access to a daily courier service. At the present time, Media Services is able to fulfill most faculty requests for films and other hardware, but often has to be very creative in finding ways to deliver the services. A consistent courier service would eliminate the delivery/ pick-up problem and would probably increase faculty usage.

Word processing is another area that has grown both in use and types of available services. It has created a demand for services. At peak times it is difficult to support the demand for service. Nonetheless, the Word Processing Department is considered an invaluable asset, not only for its word processing but for its information-processing capabilities.

Word processing has, in the past, appeared more practical for users located in the same building. However, now that electronic mail can be downloaded, it makes its services very efficient for distant users. With additional equipment the Word Processing Center could be integrated with the current registration system to produce needed reports such as enrollment trends and cost of instruction by site. Such an integration would save the institution hundreds of man-hours in keeping these records.

The task of delivering mail and instructional materials to various sites throughout Maricopa County is still a challenge for Rio Salado Community College. The daily intercampus mail system adequately services the area offices, but the instructional sites would benefit from a consistent courier service that would deliver materials and supplies to them.

In the past five years Rio Salado Community College has tried several approaches to solving the growing need for print services. Until 1985, the majority of the college's departments obtained the print services from the district print shop. However, sharing print services with the district became unsatisfactory because Rio Salado grew in its print requirements and overwhelmed the district capabilities. In 1985, Rio Salado Community College converted the small in-house printing facilities into a print service department for the entire college.

The new department is a definite improvement over the district-shared print services. However, during peak times, the demand for print services is greater than the capability. Additional employees and equipment are needed for the services to meet the demand.

While the College Information Officer (CIO) has organized and established processes for better coordination within the unusual and decentralized system of Rio Salado Community College, there is still much to be done.

A reorganization of the relationship between the district Public Relations Department and the College Information Office is in process. Rio Salado expects a more efficient delineation of responsibilities between the departments.

College advertising decisions which are currently based on subjective college experience should be based on marketing research in the future in order to better target Rio's potential students.

It is expected that as CIO systems and processes continue to develop, the College Information Officer will be able to turn more of her attention toward media relations, resulting in more consistent press coverage which better conveys the college mission to the community. Rio Salado's College Information Officer also expects to establish a network between the Public Information Officers of the agencies and industries we serve and the College Information Office.

Over-all the College Information Office has helped Rio Salado Community College to establish an image of a community-based institution.

FINANCIAL RESOURCES

INTRODUCTION

All community colleges within Arizona are governed by the fiscal rules and regulations established by the State Board of Directors for Community Colleges. Under these rules and regulations all fees are established by the State Board, and all summer programs are self-supporting.

It is further mandated that each community college shall maintain balanced fund accounting as outlined in The Guide to Budgeting, Accounting and Reporting (Exhibit B5). Within this mandate, the State Board shall do the following:

(1) Examine the budgets to determine that the curricula, tuition, and fees are consistent with the goals and objectives of the institution;

(2) Verify the accuracy of financial statements and estimate revenues and expenditures; and

(3) Approve the district budget.

Rio Salado Community College follows these procedures, and its budget is included within that of the district.

Much of the thrust within the Maricopa Community College system that eventually led to the establishment of Rio Salado Community College was focused upon current and future budget concerns.

At the presentation of the budget to the Governing Board on March 8, 1978, the Executive Vice Chancellor emphasized the following areas:

> We are now in a period of limited resources combined with inflationary costs that bring the community college picture into an era of looking toward alternative means of reaching the community rather than the traditional bricks-and- mortar approach;
>
> Therefore, growth needs to be based on cost effective management while serving citizen needs, the main thrust being toward alternative delivery systems geared to community population patterns.

With this background, seven alternative budget projections for the next year were presented, taking into account different staffing levels, pay rates, and indicating how each would affect the tax rate. An increase in the tax rate was unavoidable, but all efforts were made to hold this within acceptable levels.

This set the stage for the establishment of Rio Salado Community College at the March 14th Governing Board meeting. Major items related to funding at that session included the following needs:

> To find a cost-effective model to drive down or arrest cost-per-FTSE generated in the Maricopa Community College District.
>
> To find permanent methods for responding to steady growth in the District, to the population it serves, and to its taxpayers.

The Chancellor stated that he was recommending, on the basis of the work done by the Chancellor's Executive Council and the other planning mechanisms, that the MCCCD test the effectiveness of a college-without-walls approach for reaching the entire community. Fiscal considerations included these:

> The goal of the new external college would be to keep costs below $800 per FTSE. The new external college would take 80% of its administrative overhead from existing personnel and/or encumbered budget line items from the current operating budget.
>
> The average cost-per-FTSE in the MCCCD is $1,385. The lowest cost-per-FTSE is $1,295; the highest cost is $1,725.
>
> The goal of the college would be to generate 5,000 FTSE with half of this coming from the existing colleges' off-campus operations. The efforts of the new college would generate the additional 2,500 FTSE, with a state apportionment of $1,250,000 and $332,000 of capital income, for a total of $1,582,000 of income.

The college began in 1978-79 with a total available operational budget of $4,176,782. However, when the projected FTSE of 5,000 was not realized, the budget was adjusted not to exceed $3,240,000. In addition, the college received personnel and operational departments from the colleges and district, such as the Maricopa Skill Center and the District radio station, that were charged in part or in whole to the Rio Salado Community College operational resources. (Budget history chart is located in Appendix D 3.)

BUDGET DEVELOPMENT

The budget is a formal statement expressing the yearly educational program in dollars. The mission of the Maricopa Community College District dictates the structure of the total budget. The college budget reflects the mission of the individual college.

The budget philosophy adopted for 1985-86 was to: 1) adopt the largest budget possible within anticipated revenue and budgetary limitations and 2) curtail expenditures as much as possible to accumulate the largest cash balance possible, thereby reducing the projected deficit.

An incremental budget allocation system has been used by Maricopa since 1978 for the development of the operational budget. This method used the previous year's budget as a base, added amounts for inflation, and projected increased Full Time Student Equivalent (FTSE). For the development of the 85-86 budget, a modified-program, budgeting system was introduced.

The particular system used is an adaptation of the most effective and workable features of Program, Zero-Base and Alternative-Level Budgeting Systems. Each college did the following:

1. Developed a base budget that was equal to 95% of the previous year's budget. The base was then assumed to be in place without need for further justification.

2. Developed decision packages for budget requests over the 95% base. The 85-86 budget proposal ceiling was established at 115% of the FY 84-85 budget.

3. Prepared program goals, objectives, plan statements, and sufficient quantitative and qualitative data to support the need for the programs.

4. Prepared decision packages which included descriptions and purposes of the program function, resource allocations, and the major reasons to fund and the consequences of not funding.

5. Prioritized the decision packages.

Rio Salado begins the budget process with the submission of budget requests from each budget manager. The President's Executive Council uses the tools and resources available, which includes working closely with the budget managers, to massage, refine and determine the final budget to be submitted to the district. This process involves several meetings and consultations. The District reviews college requests and determines the final allocation for each college. Rio Salado was funded in 85-86 at the 106% level.

CONTROL AND MANAGEMENT OF FUNDS

To the extent that they enhance or detract from the educational program of the college, dollars and their management are a vital concern. The Maricopa Community College District has implemented the provisions set forth in the Guide to Budgeting, Accounting and Reporting for Junior College Districts of the State of Arizona as required by the Arizona State Board of Directors for Community Colleges.

Budget approval by the proper authorities in accordance with provisions of the Arizona Revised Statutes constitutes authorization to incur the expenditures and to collect the estimated revenues. Expenditures are controlled through requisitions, purchase orders, invoices, requests for personnel services, personnel contracts, receiving reports, and other source documents.

In July of 1983 the district went on-line with the Financial Records System of the Information Associates' (formerly Westinghouse Information Systems) software package. The purchased program was enhanced and modified to fit the needs of a complex multi-campus district. The system provides a tool for access to up-to-date information for management decisions and for control of the budget. In addition, print-outs which show the total budget amount, expenditures, encumbrances and balance available in both dollar figures and percentages for the college as a whole are generated on a biweekly basis. A detailed monthly computer print-out indicates the transaction detail for each entry. These print-outs are forwarded to the budget managers.

The on-line Financial Accounting System (FRS) uses a General Ledger for balance sheet accounts and a Subsidiary Ledger for detailed revenue and expense information. The subledgers are closed to the general ledger monthly. At year end, formal financial statements are prepared by the District Business Services Division.

Rio Salado's departmental administrators are responsible for their budgets and must approve and monitor all expenditures in that budget. It is the managers' responsibility to meet the needs of their departments within the existing budget. If they do not have the funds budgeted in the proper line-item, an authorized transfer of funds must be made before the approval for the expenditure will be given.

In the past budget transfers were only allowed when the transfer occurred within an object code series within a function. In 1985-86 the transfer policy was broadened to include transfers that did not fit into these categories as long as those transfers did not exceed a total of ten percent of the budget. The new policy imposes restrictions on transfers from a salary category or from a utilities and communications category to any other category.

CODING OF FUNDS

The Maricopa County Community College District uses a 10-digit accounting system (Information Associates Financial Business System). By using unique numbers within this coding system, Rio Salado captures costs by fund, function, object and area.

The current operating funds are used primarily to account for transactions which are expended in performing the primary and support objectives of the district, such as, instruction, library, administration, student services, institutional support, operation and maintenance of plant, auxiliary services and scholarships. See Appendix D 7.

The Current Operating Funds consist of:

1. The GENERAL FUND (Fund 1) which is used to account for transactions related to the district's budget as adopted by the Governing Board.
2. The AUXILIARY ENTERPRISES FUND (Fund 2) which is used primarily to account for transactions of substantially self-supporting activities that provide services for students, faculty, and staff. Auxiliary enterprises include, but are not limited to, bookstores, food services, and student activities.
3. The RESTRICTED FUNDS (Funds 3 and 4) which are used to account for current funds expended for operating purposes but restricted by donors or outside agencies as to the specific purpose for which the funds may be used. Fund 3 accounts for grants and the Maricopa Skill Center while Fund 4 is used solely for scholarships.

The Non-operating Funds consist of these:

1. The STUDENT LOAN FUND (Fund 5) which is used to account for loans to students.
2. The ENDOWMENT FUND (Fund 6) which is subject to the restrictions of donor gift instruments requiring that the principal be invested in perpetuity and that only the income be expended.

3. The PLANT FUND (Fund 7) which is used to account for transactions relating to district property. They include the Unexpended Plant Fund, comprised of monies which have been designated for purchase or improvement of district assets; the Debt Service Fund, which is used to account for payment of principal and interest of the District's bonded indebtedness and for maintenance and equipment replacement reserves, as required by the bond indentures; and the investment in Plant Fund, a fund representing District assets of land, buildings, equipment and related liabilities.

4. The AGENCY FUND (Fund 9), which is used to account for assets held by the district as custodian or fiscal agent for others.

SOURCE OF INCOME

A county levy is imposed on all real property in Maricopa County. This levy will provide 60.6% of the revenue for the Maricopa Community College District in 1985-86.

State aid is paid to the district on the basis of full-time student equivalency (FTSE). The average allocation is $577 per FTSE with an additional appropriation for vocational programs at the average rate of $279 per FTSE. State aid provides 19.2% of the income.

Other sources of revenue include tuition and fees for 11.6%, cash balance forward for 3.2%, and miscellaneous and in-lieu tax for 5.4% (see the chart in Appendix D).

EXPENDITURE LIMITATION

An annual expenditure limitation was imposed on community colleges by a 1980 amendment to the Arizona Constitution, Article IX, Section 21. That limitation has placed major constraints on the Maricopa County Community College's fiscal year 1985-86 budgets. In combination with the program planning and budgeting process, it has caused a major review of program plans and priorities throughout the district.

TAX RATES

The primary tax rate which is used for operations and equipment has been reduced from the 1984-85 rate of $.750 per $100 of net assessed valuation to $.694 in 1985-86.

The district sold $30 million dollars of general obligation bonds and is now levying a 1985-86 secondary rate of $.097 to pay the interest and principal on those bonds (see the chart in Appendix D 2).

DEBT SERVICE

Funds are accumulated for the purpose of paying bonded indebtedness. These funds may include interest payments, principal sinking fund payments, debt service reserves, reserve for repair and replacement account, and other miscellaneous reserve accounts as may be dictated for revenue bond and general obligation bond purposes, including various trustee accounts.

AUDITS

The Maricopa County Community College District employs an auditing staff that performs audits routinely and randomly throughout each fiscal year for all programs and funds in the district. In addition, an outside firm is contracted to do an intensive annual audit.

COST-PER-FTSE

Rio Salado is the lowest cost-per-FTSE college in the district.

In 1984-85 Rio Salado was budgeted at a cost-per-FTSE of $3,097. However, due to the realization of FTSE in excess of the projection, and the astute management of budgets, Rio Salado's actual 1984-85 cost-per-FTSE was $1,948.07, a reduction of $38.79 per FTSE from the previous fiscal year.

In 1985-86, Rio Salado is budgeted at $2,596 which is again the lowest in the district. This is also the lowest cost of any of the Arizona Community Colleges and is almost $1,000 less than the average cost.

CAPITAL FUNDS

In 1984-85 the Governing Board approved a ten-year $150,000,000 capital development plan, $75,000,000 of which is to be funded by General Obligation bonds which were approved by the electorate September 25, 1984.

Basic capital monies are allocated annually on a lump sum basis to each college. Rio Salado's allocation has not changed significantly through the years. Vocational capital has been allocated by using a lump sum base plus a proration based on FTSE. The current 85-86 Rio Salado capital budget of $469,434 also includes an allocation for computer based needs of $159,300. These funds have been utilized to purchase equipment for instructional labs and executive work stations.

The Rio Salado budget process requires budget managers to submit requests for their capital needs. These requests include complete descriptions of the items, explanations of the use and the benefits to be received, and complete cost information. The requests are then reviewed in detail by the President's Executive Council. The council meets with each budget manager as needed, approves, and deletes items until the approved expenditures are within the budget allocation and meet the highest priorities of the college (see chart in Appendix D 4).

STUDENT FEES AND TUITION

Tuition and fees are public monies within the jurisdiction and responsibility of the Maricopa Community College District Governing Board under the laws and regulations of the state of Arizona and must be administered by the Governing Board. The Governing Board reserves the right to change tuition and fee charges when necessary without notice.

In the past, the Maricopa Community College District did not require general tuition payments from students. However, strained budgets forced the district to impose a $3 per credit hour tuition fee for the first time in the fall of 1980. The Governing Board has since that time gradually increased the general tuition and registration fee to the current level of $16 per credit hour, $10 of which is tuition and $6 a registration fee. In addition, out-of-county and out-of-state tuition is charged and several special fees may be assessed.

The on-line Student Information System (SIS) includes the Billings and Receivables System (BRS) which assesses the fees and tuition for each student and generates an invoice. BRS also allows for third party billings such as to agencies and industries (see chart in Appendix D 5).

COLLEGE ACTIVITIES BUDGET

In recent years Rio Salado determined that the most effective way to manage the college activities' budget was to allocate portions of it in the areas to the budget managers who are responsible for organizing and providing student and college activities. Although the budget is restricted by current MCCD accounting policy to only one account, the individual budget allocations and expenditures are tracked by the use of manual subledgers.

SPECIAL INTEREST/COMMUNITY EDUCATION PROGRAMS

When Rio Salado was founded, it inherited some of the non-credit programs from other colleges within the district. Some of these programs were operating in the red and some in the black for a total positive beginning balance of $28,718.35. Rio Salado's record for fiscal management (realizing revenue over expenditures) of its self-supporting non-credit programs has not been admirable. Although a few years proved profitable, the total balance of the non-credit activities of the college is in a deficit position.

STUDENT FINANCIAL AID

Rio Salado began awarding aid to eligible students during its second semester of operation in the spring of 1979. The aid available consisted of the Basic Educational Opportunity Grant (currently the Pell Grant) and the State Student Incentive Grant. The following semester Rio Salado began participating in additional college-based programs.

Fiscal year 1985-86 financial aid allocations include these: the Supplemental Educational Opportunity Grants Program, $37,196; the College Work-Study Program, $19,253; the National Direct Student Loan Program level of expenditure authorization, $20,000; and the State Student Incentive Grant, $76,754. The Pell Grant and Guaranteed Student Loan are also available for eligible students.

These funds will be used to fund eligible students in the Rio Salado credit-hour programs and the Maricopa Skill Center clock-hour programs.

EXTERNAL RESOURCES

External resources have played an important part in the financing of educational programs within Rio Salado and the Maricopa District. Rio Salado has been judicious in only requesting funds that help the college meet its mission. These resources are becoming increasingly difficult to obtain. Federal support for many programs has been drastically reduced, while the state government is also trying to reduce spending (see chart in Appendix D 6).

MARICOPA SKILL CENTER

The Skill Center has an approved general operational budget for 1985-86 for $2,088,044. The sources of these funds are approximately 70% from student tuition, 29% from the State of Arizona Legislative Funding, and 1% from other revenue. The student tuition revenue is calculated at 275 anticipated average daily attendance at a daily rate of $21.60 or an hourly rate of $2.70. The tuition is paid from the following sources: the Job Training Partnership Act (JTPA) Service Delivery Areas (SDAs) of the City of Phoenix and Maricopa County; the Department of Economic Security Division of Vocational Rehabilitation (DVR); the Bureau of Indian Affairs (BIA); the Sheriff's Department (SD); the Phoenix Indian Center (PIC), Pell Grants, Guaranteed Student Loans, the Public School Districts; and Individual and Industry Buy-ins. Additional revenue is generated from other external grants and sources throughout the year.

Rio Salado's operational budget provides for the salaries and fringe benefits for the Director of the Skill Center, the Skill Center Accountant, and the Rio Salado Financial Aid Director who services both regular Rio Salado credit students and Skill Center students.

KJZZ AND SUN SOUNDS

When KJZZ (formerly KMCR) was established in 1951, it was fully funded by the Maricopa Community College District operational budget. In 1971, the station was successful in obtaining partial funding from the Corporation for Public Broadcasting. KJZZ began soliciting donations through an annual pledge drive in 1973. The station was placed under the wing of Rio Salado in 1978 when the college was founded.

Current funding for KJZZ is comprised of approximately 50% from the Rio Salado operational budget, 20% from the Corporation for Public Broadcasting and 30% from self-generated activities such as corporate underwriting, concerts, pledge drives and satellite down-linking. The funds from the operational budget and the external funds from CPB are used mainly for salaries and fringe benefits while the donated funds finance the other operating expenses.

Sun Sounds was established in 1979 and was funded through grants from Title XX federal funds for the first two years. In 1981, partial funding came from the Rio Salado operational budget. The state showed its support for the program by funding $35,000 in 1982. The state funding has remained constant at $35,000 per year since its inception.

Sun Sounds is currently funded at approximately 20% from the operational budget, 20% from external funds and 60% from donations.

MARICOPA FOUNDATION

The Maricopa Community College District Foundation was officially founded on January 18, 1977, by the state of Arizona as a domestic, nonprofit corporation for scientific, charitable, educational and research purposes.

In May, 1982, the Foundation Board adopted the Honors Forum Series of the District as a fund raising activity for Honors Scholarships. As a result of this activity, the Foundation awarded $3,500 to the seven Maricopa Colleges in the 1983-84 academic year and $4,900 for 1984-85. In the summer of 1982, the Foundation engaged in a Life Insurance Endowment Program.

The first Foundation balance sheet reflected a total of $4,465.95, $1,115.95 in cash and $3,350 in land. Today, the Foundation shows a balance of $677,036.77.

EVALUATION OF FINANCIAL RESOURCES

Each college prepares its budget proposal on a decentralized basis. Thus, planning and responsibility for the individual components of the 1985-86 budget proposal are in the hands of those who must ultimately make it work. Modified Program Budgeting has allowed the colleges to develop alternatives and allocate financial resources to the programs that serve the best interests of the public.

The program budgeting concept introduced for fiscal year 1985-86 budget-development provided a method for an in-depth analysis of where the dollars are spent and what the anticipated results are. The budget exercise proved to be a time-consuming, literary effort. However, it also proved to be very beneficial as it required the managers to focus on the integration of programs, student services, administrative services, FTSE projections, community service, and good will and to realize the actual cost attached to these endeavors.

Rio Salado welcomed the advent of program budgeting. The college has, in its own budget process, always used a form of the program budgeting concept. The college determines the end result of a program before internally allocating its budget dollars to that program. The difficulity with the system is determining a 95% base since salaries and fringe benefits make up in excess of 83% of the total. This is further complicated when meet and confer pay increases are included in the base.

New management systems are being developed to provide better analytical tools with which to make budget decisions. These tools include more information, better information, and more current information available on-line. The on-line system makes it possible to make accounting entries on a timely basis. It will help to eliminate the need for trying to determine what has made it through the process or not. However, with its seven colleges, two educational centers and the District Support Services Center, the district is in danger of soon outgrowing the capabilities of the initial system.

Resource limitations have been imposed upon the community colleges in this state through laws and constitutional changes. Resource limitations dictate budget limitations which, in turn, dictate program limitations. Such limitations are not necessarily negative in nature as resource limitations to a degree cause more astute assessment and prioritization, and this is positive in nature. In order to manage the continued growth and development of the district, innovative approaches and solutions to the funding problem created by the expenditure limitation will be explored.

The state has shown movement towards more flexibility in the funding for FTSE with the funding for regular, short term, and open entry/open exit FTSE. The concept of FTSE funding continues to be a problem for colleges such as Rio Salado since the majority of students take fewer than six (6) credit hours and most processing costs are realized on a per student basis.

Rio Salado, when formed, was charged with being a low cost-per-FTSE college. It has met this charge, and continues to do so, even though the cost has been greater than the original estimate of $800. However, the district is beginning to recognize that this should not be the only measure of effectiveness. With Rio Salado's charge for creativity, innovation and technology in the district, the measure of low cost becomes contradictory.

The cost for the rental of facilities for classrooms and administrative offices continues to be carried in Rio Salado's operational budget. Leases for the two largest facilities, the main administrative offices located in downtown Phoenix and the Maricopa Skill Center facility, will expire in mid-1986. Rio Salado is currently awaiting direction from the Governing Board as to whether the college will continue to lease or build or whether to buy facilities.

Although dollars are a concern in any organization, Rio Salado is part of a financially stable district, and the college has shown its expertize at managing its budget cost-effectively. Continued development of administrative personnel in fiscal management and innovative approaches to budgeting have enabled Rio Salado to perform services beyond the level of its budget increases.

Since the inception of Rio Salado, student fees and tuition have increased every year with the exception of 1984-85. Since Rio Salado's enrollment has also increased, it is difficult to determine if increased tuition has had any impact on enrollment.

In part, the deficit in Rio Salado's non-credit, self-supporting programs was caused by transferring the burden of some expenses that had traditionally been charged to the operational budget to the proper self-supporting budgets. Some of the deficit may also be attributed to poor management of some of the programs. The administration is currently focusing on the development of a plan to have each program generate funds that will be used to eliminate the overall program deficit balance.

Currently, the non-credit programs have many support services provided for them where the cost is carried in the operational budget. These programs are, however, low on the priority lists of these service departments and require advance organization and planning on the part of the program directors. A full-charge back system for postage, word processing, and print costs will go into effect for the fiscal year 1986-87. This will require even more creativity in managing a self-supporting enterprise.

Grant writing and application for external funds is time-consuming. Since the notice of funding is often not received until after the start of the fiscal year, it is also very difficult to plan for these programs. If it is necessary for the program to continue, an alternative plan may need to be developed in case the external funds are denied. With limited resources, this is difficult at best and may cause funds to be tied up which could be used for other purposes.

Through legislative efforts the Maricopa Skill Center will for the first time in 1985-86 be funded by the state of Arizona on a cost-per-FTSE basis. The completion of 640 clock hours will be equivalent to one FTSE. A positive effect of this legislative action is that the expenditure limitation for the district could be raised in excess of $2 million.

The fund-raising activities of KJZZ and Sun Sounds have been quite successful. This has helped to alleviate some of the burden on the operational budget for these non-FTSE-generating activities.

The Maricopa Foundation expects to establish a permanent endowment of five to seven million dollars. With the interest generated from this fund, the Foundation will be able to provide funds for the Maricopa Community Colleges to be used for on-going services and programs. One goal of the Foundation is to fund scholarships and programs for diverse populations. Since Rio Salado exerts special efforts to reach special populations, it is expected that the college will benefit from the Foundation support.

CHAPTER IV: ACCOMPLISHMENTS

The institution is accomplishing its purposes.

INTRODUCTION

The ultimate measure of an institution's success is the extent to which it is accomplishing its purposes. In the case of this self-study, the accomplishment of purposes is equated to the many programs, courses, and auxillary services which Rio Salado Community College has to offer. Each purpose presented will be followed by a description of the programs and related topics which actually fulfill the purpose. Finally, the issue of quality will be addressed as Rio Salado Community College presents the criteria used for measuring quality of student achievement, administrative and institutional services, institutional life, and contributions to the outside community.

PURPOSE 1

Foster innovation in the design, development, and delivery of education programs and services throughout Maricopa County by:

a. Offering programs in secondary schools, shopping centers, prisons, military bases, industries, community centers, and other existing facilities.

b. Offering education programs through a variety of alternative delivery systems including but not limited to television, radio, audio/video cassette, correspondence, audio teleconferencing and other emerging technologies.

Credit Course Design and Development

As one of the first colleges in the district to make extensive use of an instructional designer, Rio's course design and development process has become a model for the district. Although the district had an "open" course bank when the college was created, not all colleges in the system were willing to share course outlines, even when they existed. In part as a political reaction to the "quality" of Rio's courses, the district embarked on a complete review of the curriculum design and development processes. Together, the colleges and the District created a design and development process which incorporates numerous checks and balances, reflecting the district's concern with quality.

Credit course design at Rio Salado Community College is based upon three key elements: 1) a specific course description, 2) a complete set of course objectives, 3) a detailed course outline. In order to clarify subject and content information, the course description provides a brief but fairly exact overview of the credit course. Not only does the course description serve the student in terms of registration purposes, but it also serves as an information source for college administrators, instructors, and staff. An outline details content information which should be taught during the semester. It also functions as the "workhorse" of the design process. Because all subjects change over time, the outlines are updated as needed.

Course objectives state the tasks which students should be able to demonstrate after completing all course requirements. Course objectives may also be modified or changed so that they remain consistent with the outline and, therefore, up-to-date. The elements of course description, course outline and course objectives, comprise the credit course design at Rio Salado Community College.

While this procedure appears to be fairly standard with most community colleges in the nation, the product may, in fact, be more detailed and comprehensive than other college work.

Objectives/competencies are directly tied to content; content is clearly stated in the course description. Also all course outlines are developed and reviewed by an instructional designer or they do not move forward through the curriculum development process.

District Curriculum Procedures

Since Rio Salado Community College was created, the District Curriculum procedures have also been revised and improved.

All courses developed by any of the colleges become part of the Maricopa Community College District open course bank. This course bank contains over 10,600 individual courses. Several years ago the Maricopa Community College District revamped of all courses to ensure consistency among the colleges. New courses are added to the course bank after receiving Governing Board and State Board approvals. The result of this effort is a district-wide agreement of six common elements for each course. These elements are prefix, course number, course title, course description, credit(s), and prerequisites/corequisites (Exhibit B 7).

The process for course and program development, modification and deletion, both academic and occupational, is standardized for all district colleges. Curriculum items may be initiated through any of the colleges. The district curriculum system has many checks and balances, as the following summary shows.

1. Curricula having prefixes which have been assigned to a District Instructional Council composed of academic faculty teaching in that discipline are routed through the appropriate Instructional Council, which recommends approval or disapproval to the College Curriculum Committee.

2. Curricula having prefixes which have not been assigned to an Instructional Council must be routed to the Instructional Design Council composed of faculty members who also serve on the District Curriculum Committee. This committee then recommends approval or disapproval to the College Curriculum Committee.

3. Occupational curricula are routed through the Occupational Deans Council for recommendation to the College Curriculum Committee.

4. Once the program or course has been reviewed by any of the above-mentioned councils, the College Curriculum Committee considers the recommendation and acts.

5. Following approval by the College Curriculum Committee, the curricula are sent to the District Curriculum Committee.

6. When endorsed by the District Curriculum Committee, the curricula are forwarded to the Vice-Chancellor for Educational Development for processing to the Governing Board.

7. Following Governing Board action, the curricula are sent to the Arizona State Board of Directors for Community Colleges.

New curricula or revisions to existing curricula are typically developed when an instructional faculty member, community member, or business comes to an Associate Dean or to the Dean of Instruction with a curriculum proposal based on an original idea or a recommendation from a group.

The office of the Dean of Instruction and/or the Project Supervisor provides the necessary forms and instructions for the development of curricula proposals. The Dean of Instruction also provides assistance with support services and guidance in the development of sound, supporting materials for the proposal. The Dean of Instruction provides the services of an Instructional Designer to develop the Course title(s), outline, description, goals, and student objectives.

For new occupational programs, additional criteria need to be met in order to receive State Community College Board approval (Exhibit B 12).

In many areas, Rio Salado Community College has taken the lead in developing new courses and programs to meet the needs of the community agencies and its businesses and industries. This has included the development of programs in areas such as Banking and Finance, Chemical Dependency, and eleven programs in the Apprenticeship area.

Programs have also been developed to serve industry needs in an "in-house" delivery mode. The Motorola Program, where employees attained their Associate Degree in an advanced time frame at their work location, has become a national model.

Rio Salado Curriculum Procedures

The Rio Salado Curriculum Committee meets monthly to act on any new curricula or curricula modifications or deletions which may have been submitted by faculty or Associate Deans. The College Curriculum Committee follows the procedures outlined by the District Curriculum Committee in approving and recommending courses for adoption into the district-wide course bank. The committee is responsible for ensuring that a curriculum proposal is well-developed and that the supporting material adequately documents the proposal. The committee is also responsible for evaulating the impact of a curricula proposal on the resources and existing curriculum of the college.

Course Outline Project

During the first semester of operation, Rio Salado Community College requested from the district office copies of all course outlines, so that the outline of the course being taught could be given to each instructor. When it was discovered that the district office did not maintain such detailed files, and that some departments were hesitant to share their outlines with Rio Salado, the college embarked on an ongoing course outline project.

During the fall semester of 1978, all Rio Salado faculty were requested to submit course outlines for the courses they were teaching. When possible, these outlines were reviewed by residential faculty from the other campuses to be sure that the outlines were the same as those used on the campus. When necessary, someone from the field was contacted to review the materials.

This project has been continued and expanded to ensure the continuation of quality course outlines that are reviewed and revised as necessary for our faculty. The Associate Deans annually submit a prioritized list of courses to be updated.

The Dean of Instruction then assigns an Instructional Designer to review the course materials and improve and update the course outline appropriately.

A complete set of course outline books is kept in each area office. Additional Governing Board approved course outlines are provided on a monthly basis by the project supervisor. This ensures the availability of course outlines for all courses offered in the Maricopa Community College District.

Maricopa Skill Center Curriculum Procedures

The curriculum development process for the Maricopa Skill Center includes similar requirements. Each program is developed in response to specific competencies that have been identified by active advisory committees. The curriculum is forwarded to the college president, to the Governing Board, and to the State Board for approval. Flexibility in changing and modifying curriculum is provided at the Skill Center to ensure that their programs are responsive to changes in the workplace.

Class Schedule/Handbook/Catalog

Students learn about Rio Salado's educational programs through the Class Schedule/Handbook (Exhibit C 1) which is printed each semester. The format for the Class Schedule/Handbook has been refined each semester as more is learned about the Rio Salado student and his/her needs. The most recent class schedule includes a listing of courses offered in each area, information on alternative delivery systems and community education, brief course descriptions of all credit courses, general information regarding admissions and registration (billing, refund policy and withdrawal procedures), the location of textbook sales, and financial aid.

Educational Options: Credit

Rio Salado Community College's credit offerings include certificates that range from three (3) semester credit hours through thirty (30) semester credit hours, as well as the Associate of Arts (AA) degree, the Associate of General Studies (AGS) degree, and the Associate of Applied Science (AAS) degree.

All are designed to provide options, flexibility and attainable goals for our adult students.

The Associate of Arts (AA) degree is recommended to students who plan to complete lower division work toward selected baccalaureate programs. The 64 credits in courses numbered

100 or above required for an AA degree include (a) 13 credits in a general education core; (b) a minimum of 31-34 additional credits distributed over six areas of general education courses; and (c) a minimum of 17 additional elective credits chosen from courses numbered 100 or above (including no more than six credits from a list of specified prefixes).

The Associate of General Studies (AGS) degree is recommended to students whose educational goals require flexibility. The general education requirements are the same as those for the Associate of Arts degree; however, the Associate of General Studies degree allows students to choose any elective courses numbered 100 or above to complete the degree. Therefore, this degree may be less appropriate for students who intend to transfer to a baccalaureate-granting institution.

The Associate of Applied Science Degree (AAS) is recommended to students wishing to prepare for meaningful employment. Students must complete a total of 22 hours (of the total minimum requirement of 64 hours) in general education requirements.

Rio Salado offers Associate of Applied Science degrees in the following fields:

- Chemical Dependency
- Banking and Finance
- Printed Circuit Board Technology
- Fire Science
- Electronic Technology
- Semiconductor Process Technology
- Quality Control Technology
- Materials Management
- Supervision
- Water/Wastewater Technology

Students who are apprentices can receive Associate of Applied Science degree in the following areas:

- Ironworking
- Diesel Engine Mechanic
- Plant Equipment Operation
- Heavy Duty Mechanic
- Equipment Operation
- Plant Mechanics
- Construction Electrician
- Carpentry
- Plumbing
- Steamfitting/Pipefitting
- Refrigeration/Air Conditioning

Certificates of Completion are offered in the areas of Word Information Processing, Secretarial Science, Manufacturing Technology, Geriatric Nursing Assistance, Small Business Management and Survival, and Water/Wastewater Technology.

In addition to degree and certificate programs, individual classes at Rio Salado are also designed for the enrichment and growth of students and are held in local schools, churches, civic buildings, business and commercial centers or are offered via several different alternative delivery systems. Classes are held both in the day and evening, and on weekends anywhere the community needs classes and the budget allows.

Educational Options: Non-Credit

Customized non-credit programs are an integral part of the college and, like the credit programs, are designed to provide educational opportunities and student services for personal, professional and academic growth, county-wide to rural, urban and suburban areas. Although most of the areas in the college offer some non-credit programming to meet specific needs identified in that area, the majority of non-credit services are designed to serve specific target populations, businesses and industries, or geographic areas. The programs and curricula are developed with the assistance of advisory committees and professionals in the field to be served, and according to guidelines established by particular funding sources.

Although many of the non-credit programs receive some form of outside funding through grant awards, most need to support their programs through fees generated from the student enrollment. The college provides a great deal of in-kind services to support the programs, but all programs must be self-supporting, which has encouraged and necessitated creative and innovative programs which truly address the the needs of adults throughout Maricopa County. The specific programs are discussed in detail in subsequent sections.

Degree Sites

Offering its services at multiple sites throughout a 9,226 square mile county, Rio Salado, of necessity, designated certain geographical locations as degree and certificate sites. The designation of these sites assures students that over a specific period of time all necessary courses for degrees and certificates will be offered, thus making it possible for students to plan and achieve their degree goals. (Exhibit C 2 indicates Rio Salado Community College's degree and certificate sites.)

Course Scheduling

As Rio Salado has intensified its efforts to make education available to the user, it has become a leader in innovative scheduling of courses and programs. Although Rio Salado still offers many of its courses and programs in the traditional sixteen week, fall and spring semester format, an increasing number of offerings are being scheduled in time frames geared to the needs of the students.

The mini-semester is now a common part of the Rio Salado schedule and is scheduled in a variety of time frames such as in eight and twelve weeks and in intensive twelve-hour week-ends. The eight week semester is very appealing to a transient population such as at the military bases or in penal institutions while the intensive weekend courses seem well adapted to schedule of the returning adult who is willing to spend a month of weekends to complete a course in a shorter time frame.

Rio Salado also leads the district in offering short-term courses (vocational courses which do not have to cross the state's day of accountability-the 45th day). Short-term courses are very appealing to those in business and industry.

Two of Rio Salado's computer labs are now scheduled as open-entry, open-exit courses allowing students maximum flexibility in scheduling and completion time.

In addition to varying the length of a course or program, Rio Salado also schedules courses outside the traditional semester, catering to the lifestyles of certain populations. For example, in Sun City, a large retirement area, Rio Salado begins its fall semester in early October in order to accommodate the students who do not return to the area until that time.

However, Rio Salado still must comply with the state guideline which requires that all academic classes must begin before the 45th day. This regulation inhibits the scheduling for needs of students, but Rio Salado administrators have learned to work around this minor limitation.

As Rio Salado has learned to adapt the time frames to the unique needs of the students, it has also learned that it must educate its faculty teaching them ways to successfully instruct in a non-traditional time frame.

Community-Based Programs and Programs for Special Education

The foundation of Rio Salado's community-based education programs consists of seven associate deans, each an expert in designing educational programs for a specific geographical community or special population. As a college without academic departments, the areas are the focus for innovation and change. They are the structure through which instruction and services are delivered to students.

Program development for each specific community or population consists of much more than development of curriculum. First, the associate dean serving the area must conduct some type of needs assessment. This means becoming actively involved with the community or special population. The involvement varies depending upon the program but often includes being active in community organizations such as the Chamber of Commerce.

More often than not the associate dean forms an advisory committee consisting of community leaders to help him or her obtain a better understanding of the communities' educational needs and their existing resources such as facilities for classes or faculty.

The input from the advisory committees and other local resources helps the associate dean in designing a program that fits the community. The program includes curriculum and student services. The associate dean also designs the promotion with the specific community in mind.

To further customize the program, the associate dean conducts orientations which assist faculty in becoming familiar with and sensitive to the particular population being served.

Rio Salado's associate deans have established numerous community-based programs, the latest being the mall sites, but they also have established programs for special populations such as the business community, military personnel, and government employees. These programs are described in subsequent sections.

The area offices become a focal point for many of the community-based programs. From the area office comes the support--faculty, educational equipment, supplies--for each of the programs. Many of the student services such as registration, assessment, and advisement take place at the area office.

The Mall Concept

Since the last Self-Evaluation Study, Rio Salado Community College has developed expertise in administering educational programs in large shopping malls. Currently, students are served by two mall centers. One center was located in Paradise Valley upon the recommendation of the Citizens' Advisory Committee. The center was an immediate success upon opening in 1982, providing 150 courses providing a variety of credit and non-credit subjects to approximately 1,700 students. The center caters to the needs of the returning adult student. The success of the Paradise Valley Mall Center resulted from joint planning and coordination with an influential, quasi-regional advisory board and the State Legislator representing the area.

The second mall center opened in 1984 at Westridge Mall after thorough planning with area leaders and an advisory committee, following the model developed for the Paradise Valley Mall Center. The Westridge Mall Center offers specialized classes in developmental education as well as a variety of academic courses consistent with a comprehensive community college. Westridge Mall Center has over 1,200 students, and a total of 150 FTSE.

Both mall centers offer a variety of student services such as academic advisement, counseling, registration assistance, and bookstore services. Westridge Mall also provides learning assistance through a Learning Assistance Center and GED and Adult Basic Education Programs. Northern Arizona University provides upper division courses at both mall sites in order to provide the community with a wide selection of educational services.

Although it is not located in an actual shopping mall, the six classroom facility located in a professional building in a retirement area of Sun City was the forerunner of the mall concept. This facility, like the malls, has geared its programs and services to a specific audience--the senior adult. It, too, utilizes an advisory committee to assist in planning and developing relevant programs for older adults.

Alternative Delivery Programs

Rio Salado created the Department of Instructional Technology and Design with the goal of having one area with a primary focus on innovative uses of technology. This department provides alternative ways of learning for Rio Salado Community College students. Options for instructional delivery include new and some not-so-new but under-utilized technologies. All courses developed through an instructional design process emphasize learner outcomes. In this process, learning style and the mode of delivery are considered. Diversification of technologies has been a related goal

Rio uses broadcast and cable television, broadcast and subcarrier radio, video and audio cassettes, audio teleconferencing (with or without slow-scan television and audiographics), as well as correspondence to meet the needs of the wide-range of students enrolled at Rio Salado.

In a number of courses, students interact with carefully programmed computer materials. In most of these delivery options, distance is no longer the major problem for students nor is the inflexibility of the traditional college schedule. The shift worker may elect to use an audio cassette at any convenient time of day or night. A mother preparing to return to a career may tune to cable television courses without leaving home. The integration and combination of these numerous technologies remain the next challenge.

Audio Teleconferencing - The SUNDIAL Network

The SUNDIAL Network is the Rio Salado Community College system for providing interactive audio teleconferencing.

After several years of planning and development on a small scale, the network began operation in January of 1983. Audio teleconferencing is a way of joining several groups (or individuals) in different locations using regular telephone lines. Two-way teleconference equipment (called conveners) is located at sites throughout Maricopa County. These conveners (or even regular phones) are connected through "the bridge" at Rio's main office enabling students to join classes for discussion, ask and answer questions, and interact with the instructor and other students at other sites. The SUNDIAL Network can access students, speakers, or instructors anywhere regular telephone service is available.

Slow scan video is also used at some locations to transmit a black and white image of a visual graphic, a three-dimensional object, or even a human subject. About thirty-five seconds is required to transmit a "frozen image." Until funds are available for additional equipment, mail will continue to be used to send visual material to students at other sites.

Growth of course offerings has been dramatic since the January 1983 start: spring 1983-8 courses; fall 1983-12 courses; spring 1984-18 courses; fall, 1984-27 courses. The SUNDIAL Network has made possible access to significant course offerings especially in rural areas of Maricopa County. The network has also been used for the Malcolm Knowles Nationwide Teleconference on "Modern Concepts of Adult Education" in cooperation with the University of Nevada at Reno; the Tri-Regional Conference of Veteran Program Administrators of California; the National Association of Veterans Program Administrators in Hawaii; the AACJC Instructional Telecommunication Consortium; the Teletraining in Health Care Education for the University of Wisconsin; and in many state and local conferences, executive meetings, and in-service training presentations. These events link groups as distant as Hawaii and Washington, D.C. through the SUNDIAL Network bridge.

Audio teleconferencing has become an important part of alternative delivery to such diverse groups as those interested in gerontology classes to college courses for working people.

KJZZ-FM (91.5 MHz)

While many community colleges in the country operate radio stations, Rio Salado's station is quite special. KJZZ-FM is a 100,000 watt stereo radio station licensed to the Governing Board of the Maricopa Community College District and administered by Rio Salado Community College. In addition to the main transmitter on South Mountain, KJZZ operates four translators, one in Cottonwood (89.5 MHz), Flagstaff (89.5 MHz), Prescott (90.1 MHz), and Show Low (90.1 MHz). In 1982, the station administrative offices and studios were relocated to new quarters on the Mesa Community College Campus. Included in the KJZZ compound are two satellite dishes for down-link reception. Approximately seventy-five percent of the state can receive the KJZZ-FM signal.

The station was known as KFCA-FM from February 22, 1951, until 1972. From 1972 through 1984 the station used KMCR-FM, Maricopa County Radio, which reflected the priority of the time to serve the county with eclectic programming. When Rio assumed responsibility for the station, it had approximately 5,000 listeners and generated very few dollars during pledge periods. Over the insuing years, a format of jazz music was adopted and the call letters KJZZ-FM were chosen in January of 1985 to appropriately describe the station.

The station serves both as a carrier for radio courses and in the development of audio-based credit courses. The station works cooperatively with instructional designers, script writers, and faculty members in course development. The KJZZ staff is used also in the actual production of supplemental course material and in the evaluation of the production quality of audio-based course material being considered for potential offering by Rio Salado Community College.

Both as an alternative delivery system and a part of the development/evaluation team for audio-based credit courses, KJZZ continues to play a significant role. Supplemental instructional materials are mailed to students of radio courses for use with textbooks and study guides. They are also responsible for marketing the award winning "Small Business Management" course.

PURPOSE 2

Provide general education that allows individuals to acquire the skills and breadth of knowledge necessary to live full and productive lives.

General Education: Redefined

In 1984, one of the most arduous tasks of the District Arts and Science Task Force was the development of a new definition for General Education and the revision of general education requirements for Maricopa County Community College District degrees.

The new definition states this:

> The Maricopa Community Colleges are committed to the belief that all the graduates should possess the skills and breadth of knowledge necessary to live full and productive lives. General Education is that part of a student's Associate Degree Program that provides for the acquisition of the skills and knowledge every literate citizen possesses. General Education enhances a student's major area of concentration.

The revised General Education requirements provide a core of college-level skills necessary for both study and employment. The core includes the essential tools of communication, writing, reading, and speaking, and the skills of mathematical reasoning and computer usage. A set distribution of requirements is also identified in categories of Advanced Writing with research, Physical Well-being, Humanities, Natural Science, and Social and Behavioral Science.

When students have completed the general education core and at least one course in each of the distribution areas, they are eligible to enroll in the Capstone Course, a requirement for all AA and AGS degrees. Still in the developmental stages, this Capstone Course will be designed to enable students to experience the relationships among discrete disciplines and to acquire skills in integrating knowledge.

The Associate of Applied Science/General Education

During the 1985-86 academic year, the district-wide Occupational Education Task Force is examining all AAS programs in light of the new definition for general education. As of November 1985, the AAS criteria are in the fourth stage of revision as the Task Force members attempt to balance occupational requirements with general education philosophy.

Rio does not anticipate significant dislocations when the new requirements are adopted.

General Education at Rio Salado

The adoption of the general education requirements has challenged Rio Salado in smoothly handling the transition from the old to the new degree requirements. Currently at degree sites, administrators must now offer both the old and new requirements. However, once the transition to the new general education requirements is completed, it will be easier to schedule the courses needed for degree completion because the number of courses which meet the general education requirements will have been significantly reduced.

PURPOSE 3

Provide the first two years of baccalaureate-parallel courses and facilitate student transfer to four-year colleges and universities.

Degrees Issued

Although the Associate of Arts Degree (AA) is primarily considered the transfer degree, both the Associate of General Studies (AGS) and the Associate of Applied Science (AAS) are also potentially transfer degrees because of articulation agreements with particular four year institutions. The table below shows the degrees issued for Rio Salado Community College.

1981-82	
AA	15
AGS	21
AAS	16

1982-83	
AA	23
AGS	32
AAS	22

1983-84	
AA	42
AGS	56
AAS	39

1984-85	
AA	36
AGS	51
AAS	62

Statewide Articulation Task Forces

On February 4, 1983, the Joint Conference Committee of the Arizona State Board of Regents and the Arizona State Board of Directors for Community Colleges established The Academic Program Articulation Steering Committee (APASC). This committee was charged with the planning and convening of meetings of representatives from specific academic disciplines of public universities and community colleges to discuss articulation of degree programs, transfer students, and other related topics.

A result of APASC has been the establishment of twenty-one discipline-specific articulation task forces: arts, biology, business, data processing/computer information systems, chemistry, communications, dramatic arts, education, engineering, English, foreign languages, geology, history, home economics, music, philosophy, physics-physical science-astronomy, political science, and psychology.

Members from each of the state's community colleges and universities attend the Articulation Task Force meetings where they resolve transfer problems through open communication and discussion. So far, these articulation task forces have improved the working relationships among the community colleges and universities by providing the opportunity for exchange of articulation information on a timely basis. The specific outcomes of the articulation task force meetings are these:

1. Updating the Arizona Higher Education Course Equivalency Guide.
2. Exchange of university curriculum check sheets for majors.
3. Recommendations for and/or resolutions of transfer issues.
4. Summary of recommendations and decisions and related articulation.
5. Unresolved issues.

Last year, the Vice Chancellor for Educational Development of the Maricopa Community Colleges served as Chair of the Joint Conference Committee. This year, the Vice President for Academic Affairs at ASU is Chair. The District has provided a full-time staff member to support the statewide articulation committees (Handbook, Exhibit B 3), and numerous agreements are emerging. Agreements are converted to check-lists for students. The entire project is setting a new standard for the nation in articulation.

Articulation Agreements

Several years ago Rio Salado Community College began articulating an agreement with Northern Arizona University (NAU) concerning the transferability of Rio's programs to NAU's degree in General Studies.

This was the first such attempt of articulation between Maricopa County Community College District and a major university, and it set the stage for future articulation agreements between Maricopa County Community College District and the universities.

At present Maricopa County Community College District and two major universities, Northern Arizona University (NAU) and Arizona State University (ASU), have developed multiple articulation agreements which ensure that students completing identified programs in any Maricopa County Community College will transfer with full recognition of their work. (Exhibit B 2)

Course Equivalency Guide

Once a year, the Arizona Board of Regents and the Arizona State Board of Directors for Community Colleges publish a Course Equivalency Guide (Exhibit B 8), a cross-reference matrix for the community colleges and other institutions of higher education in the state of Arizona. Three times a year, an in-house Course Equivalency Guide is published for the Maricopa Community Colleges (Exhibit B 9). Students who plan to transfer can consult the Course Equivalency Guide, thereby assuring themselves that they will not lose any credits in transferring from the community college system into the Arizona four-year universities. However, students who pursue an Associate in Applied Science degree or specific occupational courses may or may not find that these courses transfer to an institution of higher education.

Direct Connection to ASU

Through the District Computer Services Department, and with the full cooperation of Arizona State University, plans are underway to provide for the electronic transmission of student transcripts to Arizona State University (ASU) and vice versa. This mechanism will greatly facilitate the smooth transition between the university and the Maricopa Community Colleges.

In addition, reports from the University on community college transfer students are under revision. ASU has requested that we identify the type of information we desire so that their computer programming can respond to our information needs on a semester basis. This will greatly enhance our ability to assess the effectiveness of ASU Articulation Agreements and NAU Articulation Agreements in the transfer program.

PURPOSE 4

Provide occupational programs that allow students to gain the knowledge and skills necessary to adapt to changing labor market requirements.

Programs for Industry

Rio Salado Community College addresses the special educational and training needs of industry in the Valley through the Division of Professional Training and Development. The Division is directly responsible for offering credit and non-credit classes at industry sites to train and retrain employees.

The emphasis of credit offerings in large and small industries has been in occupational areas such as electronics, materials management, quality control, and supervision. Other curriculum areas to be developed by industry request include electrical-mechanical technology and product packaging.

To provide quality programming, Professional Training and Development staff coordinate with company training departments to assess educational needs, schedule classes, and onsite registrations, and book sales, and acquire instructional equipment. Academic advisement is made available to employees the year around and part-time faculty are hired from related industries. Program issues are addressed with each respective business/industry, and through the Business and Industry/Education Advisory Council represented by companies such as Motorola, Garrett, Hughes Helicopter and Arizona Public Service.

Occupational Education Master Plan

During fall of 1980, Rio Salado Community College formed an Occupational Education Task Force as a part of the district effort to develop a District Master Plan for Occupational Education. Assessments of selected occupational education programs were conducted during the fall semester. The spring semester effort was directed toward the development of the college plan. Since the majority of Rio students are enrolled in occupational education courses, the college recognizes that occupational programming will be a major thrust for the years to come. The college plan was carefully developed and is revised regularly and includes both credit and non-credit programs, traditional and nontraditional delivery systems. (Exhibit C 11)

During 1985-86, all occupational programs will be evaluated in response to the five year cycle mandated by the Arizona State Department of Education, Vocational Education Division. The model, developed by the Maricopa County Community College District, was adopted by the state of Arizona several years ago. The evaluation includes assessment of staff, of activities, students, curriculum advisory committees, and costs. Site evaluation of selected programs will be conducted by a state-wide team during the spring of 1986.

Advisory Committee/Community Involvement

In both credit and non-credit occupational programs, advisory committees are used to ensure that the educational programs are responsive to the labor market requirements. Members of the advisory committees are selected from diverse occupational areas and represent industries of varying size, job levels within the industry, and related occupational areas.

For many occupational programs there exists a limited number of community experts. Consequently, Rio has joined with its sister colleges in selected occupational areas to design and implement programs which are the result of a single, shared advisory committee. This has benefitted the program and has avoided overtaxing the community's resources.

Cooperative Education

The Cooperative Education Program provides a unique arrangement through which students develop work-related skills and earn elective credit. In a collaborative effort between their employers and the college, students apply classroom learning at their current work sites and define objectives related to their occupational and educational goals.

The following display summarizes the student enrollment in CO-OP for FY 1983-84:

Spring 1983	Fall 1983	Spring 1984	Fall 1984
98	67	97	59

CO-OP was designed as an integral part of a thirteen month training program for electronics technicians at Motorola, Inc. in 1984. Assembly line workers completing an A.A.S. degree in electronics became aware of their occupational options and actually made the transition into permanent positions as technicians through structured work experiences.

The Cooperative Education Program at Rio Salado Community College has progressed through various stages in the past two fiscal years, 1983-85. The momentum initiated through a federal Title VIII Grant was diminished when the third year funding was not renewed. Overall, the program continues to enroll students new to the concept and application of Cooperative Education.

An in-house evaluation of all CO-OP participants, supervisors, and employees conducted in 1983 reflected a broad range of work benefits and interchange of resources. Rio Salado Community College also participated in a national assessment sponsored by the University of Nevada at Reno investigating key factors enhancing or hindering employer participation in CO-OP programs.

Professional Training and Development Center

The non-credit component, new within the Division of Professional Training and Development, was established to address many of the unique and immediate needs of the businesses and industries throughout Maricopa County.

The general thrust of the non-credit component of this Division has been two-fold. First, it is designed to meet a company-specific need that might arise within an organization. Second, it provides a wide range of business-oriented topics that will appeal to the training coordinators. The non-credit center is funded through the fees it charges for services.

Businesses and industries currently using the non-credit programming include Cinnabar in Tempe, Shure Electronics, Arizona Public Service, Motorola Semiconductor Group, Hughes Helicopters, Rodgers Corporation, as well as many others and offer topics such as Interpersonal Skills, Home Owners' Survival Skills, Topical Scanning, Spanish, and Soldering.

The Maricopa Skill Center

Since its inception in 1964, the Maricopa Skill Center (MSC) has provided entry-level training for unemployed, underemployed, handicapped, and disadvantaged individuals.

The training programs of MSC are designed as competency-based programs that meet the needs of students and of industry. The Skill Center offers training for over seventy specific jobs in the areas of office and health occupations, machine trades, auto body, welding trades, meat cutting, mechanical maintenance, electrician helper, food preparation, hotel operations, cashier/retail sales, and electronic fabrication/wire harness.

The Skill Center is a year round, open-entry open-exit program that allows new students to enter every Monday and, for those who have completed their programs to graduate on any Friday.

In addition to training the MSC provides 1) assessment and evaluation for prior knowledge, and skill, 2) preparation for the GED examination, 3) financial aid assistance and 4) job placement.

Of the 1,188 trainees in the 1984-85 fiscal year who attended the center, 915 students completed the programs that they started. During this same period of time, over 23 agencies enrolled students in the skill training programs. The programs of the Maricopa Skill Center are all non-credit, but the programs still qualify for the Pell Grant, and Guaranteed Student Loan Program.

The Maricopa Skill Center has recently completed a Mission Statement that is a guide for its operation. This Mission Statement, arrived at by many individuals from the community, educational organizations, and instructional staff, fits closely with mission and purpose of the college as a whole. The Mission Statement starts out with the following statement of belief:

> "It is the mission of the Maricopa Skills Center to provide occupational training programs and support services to assist individuals to enter and be productive members of the workforce, to achieve skills and knowledge for career advancement or change and to function independently in society."

Corporate Services Division

The Corporate Services Division of Maricopa County Community College District is a broker and facilitator for planning, developing, and implementing education and training programs for employers of Maricopa County. It is directly associated with Rio Salado in that its director reports to Rio's president and the associate dean of Professional Training and Development reports to the director of Corporate Services. Because Rio Salado has a major involvement with programs in business and industry, this reporting structure is appropriate for both the district and Rio Salado.

Created in January of 1985, the Corporate Services Division establishes partnerships between the seven community colleges and valley employers to customize programs of study and training to meet the needs of any organization. Some of the many county employers which the Corporate Services Division serves are the Arizona Army Reserve National Guard, Arizona Governmental Training Services, Garrett Turbine, Standard Aero West, and Litton Industries.

PURPOSE 5

Provide basic skills programs (reading, writing, mathematics, English as a Second Lanaguage, GED) which help students acquire basic literacy skills.

Developmental Education Non-Credit

Rio Salado Community College is dedicated to serving the special needs of adults in Maricopa County. Toward that goal, Rio provides classes which provide instruction at whatever level a student may require. For those students needing development of basic skills, courses are provided in reading, writing, math and for GED preparation. For students whose language is other than English, classes of English as a Second Language are offered. For non-citizens, citizenship classes are available. These non-credit classes serve as an introduction to the college and a bridge to credit classes.

Developmental Education Credit

Since not all students are at the lower developmental levels, pre-technical and general studies' credit-block programs are provided for those requiring a higher level transition. Currently, Rio offers three pre-technical blocks in Data Processing, Management, and Word Processing. In addition, a general studies block is also available. These block programs provide the needed transition to regular college courses.

Adult Basic Education

The Rio Salado Community College Adult Basic Education Program provides three types of classes to economically and educationally disadvantaged adults in an effort to meet the need for basic literacy skills throughout Maricopa County. These classes are the following:

1. Basic Literacy Skills - Classes for adults 16 years of age and older which help the individual develop basic reading, writing and math skills;

2. G.E.D. (High School Equivalency Diploma) Preparation-classes designed to assist adults 18 years of age and older prepare for the battery of tests required to receive their G.E.D; and

3. E.S.L. (English as a Second Language) - Classes for non-native speakers of English, 16 years of age or older,

> who need to improve their oral and written communication skills in the English language. The classes are designed for individuals who do not speak English as their first language, and range from beginning to advanced.

There is also a coordinated effort with the college counseling and advisement staff to provide on-site guidance in the area of career planning. These developmental courses reflect the philosophy that stresses that the GED is not a terminal point, but a beginning, and that students may continue their education by taking community college credit courses. These classes are offered all year at over 50 locations dispersed throughout the county, including industrial sites, small rural communities, city community centers, churches, and other public facilities which are provided to the program without charge.

This program, which provides its services free of charge, served over 3,200 students during the academic year 1984-1985. It has been selected as an Exemplary Program by the National Center for Developmental Education and will be cited in the 1985 National Dissemination Network Directory. It has also been selected for the U.S. Secretary of Education Award for the 1985 Outstanding Adult Basic Education Program. The program is funded by the Arizona Department of Education/ Adult Education Division.

PURPOSE 6

Foster educational partnerships with business, industry, government, and other institutions which maximize the use of existing resources to help students achieve their educational goals and to contribute to economic development in the county.

Motorola Project

The Motorola Technician Training Program is a joint venture between Motorola and Rio Salado Community College which provides technical training for minorities and women to afford them an opportunity for advancement on the technical career ladder.

The program allows employees selected from production or assembly line functions to enroll full-time for one year in an Associate of Applied Science degree program in either Electronic Technology or Semiconductor Process Technology, depending on Motorola's needs. These full-time Rio Salado Community College students/Motorola employees continue to receive their full Motorola salary and benefits while gaining a valuable educational experience. Motorola also pays for the student's tuition, books, and graduation fees. Classroom instruction is primarily conducted at Motorola's Technician Training Center by Rio Salado Community College instructors. A Cooperative Education Work Experience Program is an integral part of their training which enables them to reinforce and validate academic learning and enhance their technical skills. Counseling as well as other student supportive services, such as tutoring, are provided to enhance student success in the program.

An attempt is made to place Motorola Technician Training Program graduates in higher rated jobs. However, a promotion is not guaranteed, in which case a job will be offered at the same level as the one the employee left at the beginning of the program.

Apprenticeship Programs

Rio Salado Community College cooperates with the Arizona Apprenticeship Council to offer related training for unionized trades in Maricopa County. Apprentices participate in a dual enrollment program and receive an Associate Degree that reflects credit for work experience and on-the-job training, as well as regular credit courses.

Rio Salado Community College serves as the educational facilitator in cooperation with the Bureau of Apprenticeship and Training, an agency of the United States Department of Labor, the Arizona Department of Economic Security Apprenticeship Services, Joint Labor Management Apprenticeship Training Committees, employers, and others concerned with the promotion and development of apprenticeship programs.

The staff at Rio Salado Community College working in cooperation with the training coordinators from the various joint apprenticeship training committees have completed or are in the process of developing the necessary modifications of their existing programs into an Associate of Applied Science degree. The core requirements of their respective programs were developed into certificates. When combined with general education requirements and electives, the program enables the apprentice to complete an Associate of Applied Science degree.

Currently, Rio Salado serves eighteen different programs, fifteen building trades programs, two utility company programs, and one telecommunications program.

Programs for Prisoners

Maricopa County has a rapidly growing prison population. For a small percentage of this population, educational programs are appropriate. After planning with the State Department of Corrections officials, Rio Salado started a program in the fall of 1982 for medium security prisoners at the Perryville Prison (west of Litchfield Park) and the Arizona Women's Center (Phoenix). Classes are held at the prison and women's center with instructors, counselors, and program advisors traveling to these sites to provide instruction.

The program design is centered on the basic academic offerings of the college which lead to an Associate of General Studies Degree, or on Associate of Arts Degree, or an Associate of Applied Science Degree in Supervision. To help inmates improve their employability upon release, certificate programs are offered in Basic and Advanced Supervision. The college has also acquired ten Apple computers and matching peripheral equipment to provide data processing training.

Currently, there are over thirty different classes offered each semester in over 71 sections with a total enrollment at Perryville of over 400 students (140 FTSE) and an enrollment at the Arizona Women's Corrections Center of over 180 in six classes (15 FTSE). Course offerings are scheduled in an eight-week cycle to accommodate the rather high mobility of the population within the prison setting as well as to complement the existing vocational programs run by the state.

Governance of the prisoner program is the responsibility of Rio Salado Community College Area West Associte Dean, but it is administered with the close cooperation of the Department of Corrections. At the prisons, there is a site supervisor responsible for coordination. In addition, student liaison assistants are appointed within the facility to help recruit students to the program. A program advisor visits the facility each week to provide assistance in program selection, course determination, and registration.

Faculty and staff working with the inmates are given a special orientation program to sensitize them to the unique needs of the incarcerated as well as to the rules and regulations of the Department of Corrections.

In fall of 1985 Rio Salado entered into a partnership with the new Federal Correctional Institute. The Maricops Skill Center now provides training for inmates in electronic fabrication/wire harness construction and is planning to develop a program in landscaping. Several credit courses are also offered during the evening for the inmates. When the prison population reaches its projected maximum, this credit program should be of major proportion and will include a full range of student services as well as classes.

Agency Programs

Rio Salado Community College works cooperatively with a large number of federal, state, county, and city agencies to provide in-house education programs for agency personnel. These programs are designed to meet a variety of educational needs from specific skill building classes, to helping upgrade employees present job skills, to general education and complete certificate programs, to enhancing employees chances for career advancement. These programs are offered to employees both during and after work hours and are provided in a variety of formats ranging from regular semester classes to courses offered in modules of three to five week sessions. Courses are paid for through agency tuition assistance programs. The college provided educational programs for approximately 1500 persons in 1984-85.

The newest computer lab for the college is also one of the newest partnerships. Last year, the college budgeted for a fifteen station IBM PC computer lab, complete with tables, chairs and teacher equipment, and designated this lab for Area Central hoping that a location could be found. While hoping for at least one agency to surface with available space, two state agencies responded. The State Department of Transportation (ADOT) was selected. ADOT is providing a double-wide trailer with two classrooms. One room will be used for classroom training; the other for the computer lab.

ADOT also has two other trailers on the site providing four additional classrooms. ADOT will also provide parking, security and maintenance as a part of the partnership agreement. While ADOT personnel will be the first to receive training, the center will also be open to other agencies located in the State Agency Complex. All of the state agencies are moving rapidly into automation/computerization. The need is great and the potential is large. This particular partnership represents one of the best uses of taxpayers' dollars the college has created.

The college is an active member of the State Agency Round Table composed of the training directors of all the state agencies. This body works together to share educational resources and to provide consistant training programs throughout the various state departments.

Some of the agencies served by Rio Salado are the State Compensation Fund, the Department of Revenue, the Department of Transportation, the Department of Economic Security, the Department of Public Safety, the Department of Education, the Attorney Generals Office, the Department of Administration, the State Personnel Department, the State Capital, the City of Phoenix, and the Water and Sanitation Department.

Programs for the Military

For service personnel, Rio Salado Community College provides courses on three military bases -- Williams Air Force Base, located in the southeast corner of Maricopa County; Luke Air Force Base, located in the northwest; and the Air Force Auxiliary Field, in Gila Bend, Arizona. Along with other Servicemen's Opportunity Colleges (SOC), Rio Salado recognizes the unique educational problems confronting many persons on active duty. Therefore, opportunities are provided for them to complete courses through a variety of non-traditional means.

One way in which Rio Salado has tried to accommodate the special needs of military personnel can be seen at Williams Air Force Base and Luke Air Force Base. Because the student population at these bases is so mobile, it was necessary to design and schedule courses that could be completed in less time than the traditional college semester. At Williams and Luke, credit courses are offered during two fall sessions, two spring sessions and one summer session, and the scheduling for the full calendar year is printed in advance so that service personnel can plan their educational programs to fit their military schedules. A large number of students complete the requirements for graduation, graduating with a two-year degree while stationed at the military bases. In addition to the traditional classroom setting, teleconferencing courses are also offered on these bases and at the Air Force Auxiliary Field in Gila Bend (Exhibit C 10).

The partnership between Rio Salado and the military bases is governed by a memorandum of understanding where each entity makes specific commitments. For example, the military provides (free of charge) the administrative office and classrooms on base, while Rio Salado provides a full-time registration clerk. Rio Salado articulates its programs with the private four-year colleges (Park College and Embry Riddle University) and shares in the expenses of joint graduation services for all military personnel.

District/Digital/IA Partnership

Although not the direct receipient of funds, the college did play an active role in the development of the district's $15 million award from the Digital Corporation for computer equipment. The award includes a partnership role for Information Associates, a major software development firm, which will work with faculty and staff of all district colleges in the development of diverse instructional software and telecommunications applications.

PURPOSE 7

Provide a diversity of student services that meet the unique needs of special areas and target populations.

Student Development Model

Nationally, the student development model is evolving on numerous college campuses. At Rio Salado Community College, this model, focusing on the adult part-time student, is slowly coming into focus and has produced several innovations in support of this purpose.

Registration Process

The registration process allows students to register quickly, whether by phone, mail, or in person. The application has been written to correspond with the computer registration screen, allowing for consistency and prompt processing. Continous modifications, within the limits of the law, will keep this streamlined process in the forefront.

Computer Assisted Registration Line (C.A.R.L.)

In the fall of 1985 Rio Salado introduced a new Computer Assisted Registration Line (C.A.R.L.) to enable continuing students to register for classes using only the touch-tone telephone. Students register by dialing in their student I.D. numbers and the class section numbers desired. The digitized voice of C.A.R.L. prompts data entry and reads back the enrollment information, indicates if a class is full or cancelled, automatically bills the student, and will, if necessary, refer the student to a live operator for further assistance.

This is the first time a data entry and voice response system has been used to register community college students in the county. Already over 500 continuing students have used C.A.R.L. to register in the fall of 1985 and have pronouced the system a success in its initial operation. Based on the model used at Brigham Young University, Rio Salado anticipates that C.A.R.L. will be increasingly important in reducing peak telephone loads at registration, as well as both easing and speeding the process for continuing students.

Counseling and Advisement

Each area customizes its counseling and advisement services to meet the target populations. Areas East and West provide specific services to active duty military personnel. Area North and Westridge Mall have developed special courses for re-entry women. Area Central focuses on specific program areas (i.g. Chemical Dependency); Instructional Technology and Design provides unique counseling and advisement for the disabled. All areas strive to incorporate the seven functions of counseling and advisement.

Designed but not yet implemented, the degree audit system will bring an additional technology to counselors and advisors. This system, when linked with DISCOVER and the computerized job placement service, will enable the college to enrich its services and, through portable terminals, enable the college to bring those services directly to students wherever they are in the county.

Free Forums

Free Forums are short presentations given for students at all class locations and address the concerns of adult students. Many topics are similar to those taught in the classes as well as in additional areas. These forums, taught by community professionals, provide students additional exposure to human development concepts. Because it is impossible to have counselors at all RSCC locations, these forums bring a portion of that service to those students.

Women's Reentry Programs

There has been a national mass migration of adult women into higher education. These students comprise a major portion of Rio Salado Community College's adult population.

These women often are fearful of returning to or beginning college after many years' absence from academic settings. Reentry programs are needed to help with the transition back into education.

A specific class, New Horizons for Women, is offered at all major locations. In this class, women share common fears and concerns as well as gain a stronger concept of self, career possibilities and goal setting.

Testing

Rio Salado provides many testing sites for the GED. Placement testing for English, math, and reading are provided at area offices. Career testing is provided by counselors at various locations. Assessment services of English, reading and mathematics are also available.

Personality and psychological testing requests are referred to Arizona State University or to community agencies. Because a majority of Rio students are employed, they have insurance and/or access to counseling at their career sites.

Student Involvement

Because of the nature of the institution (county-wide) and the diverse age and interests of its students, Rio Salado Community College has had to find an alternative to traditional student involvement in student government activities. Instead of student government, Rio Salado Community College has student involvement on many of its advisory committees--particularly those general advisory committees which represent the constituents of a specific geographic area. Students on the advisory committees make recommendations on types of student activities such as free forums, graduation ceremonies, and scholarships. Such input from students assists Rio Salado administration in customizing its programs and services to meet the unique requirements of a particular area. Currently students serve on advisory committees for Paradise Valley Mall, Westridge Mall, Sun City, Luke Air Force Base, the Motorola Project, and Williams Air Force Base. The college also sponsors a Chapter of Phi Theta Kappa, the National Honors Society.

Graduation

Because of the diverse nature of Rio Salado Community College, it also sponsors several graduation ceremonies each semester. Each ceremony focuses on the unique aspect of students and their programs. For example, in 1984-85, Rio Salado sponsored graduation ceremonies for Luke and Williams Air Force Bases, for the Motorola Project, and for Rio Salado's West Area "Never Too Late Program" in Sun City.

In addition, the Maricopa Skill Center has graduation every Friday throughout the calendar year.

PURPOSE 8

> Provide educational opportunities for special student groups including but not limited to the handicapped, the homebound, the gifted and talented, the elderly, the disadvantaged, minorities, women and parents.

Handicapped Program

The Instructional Technology and Design area provides several realistic responses to the needs of handicapped students. Technology is used to deliver instruction to individuals who are handicapped.

Broadcast television, cable television, video cassette, and correspondence courses are well suited to those handicapped persons without a sight problem. With appropriate amplification, sight media are appropriate for all but the profoundly deaf. Audio teleconferencing provides the homebound an opportunity for interaction with instructors and other students in a variety of subject areas and with the guidance of a specialist in homebound education.

Radio courses, audio cassettes, and video cassettes provide a flexible way to distribute learning materials and instruction, and with the use of a regular phone, to provide a reasonable degree of interaction with an instructor.

The Homebound Project

The Homebound Project provides an opportunity for severely disabled/homebound people to take college classes in a live, interactive, "classroom" setting through the use of the college's audio teleconferencing system, the SUNDIAL Network.

Instituted in January 1984, the Homebound Project enables students who cannot travel to a particular site, because of physical or emotional reasons, to take classes from home, from a hospital room, from a convalescent or care center - anywhere there is access to a telephone. Homebound students are mainstreamed into regular college credit classes with fellow students who have traveled to sites located throughout Maricopa County.

Since January 1984, the Homebound Project has served over 200 people as single site students. The Homebound Project serves homebound care-givers, in addition to severely disabled people. The project meets each student's special needs within an educational setting. All necessary support services for homebound students are either provided by the college, or the college acts as a referral resource working with community, state, and national agencies charged with serving disabled people.

Sun Sounds

Sun Sounds Radio Reading Service for the blind and print-handicapped is a community outreach service of the college. "Print- handicapped" describes individuals unable to read a normally printed page due to a visual or other physical disability, such as blindness or paralysis. Because Sun Sounds utilizes the subcarrier of KJZZ, the coverage area is identical. Sun Sounds has recently expanded into Tucson, the subcarrier of the National Public Radio Station, KUAT-FM. This also represents a partnership between Rio Salado and the University of Arizona.

The service is based upon the same premise as the more widely known "Talking Book" program. The important difference is that Sun Sounds provides time-critical information to its audience. This includes the reading of daily newspapers, weekly grocery and department store specials, current periodicals, and some information targeted directly at this particular audience. Users of the service are provided with the necessary special receiver at no cost. Programs are provided for children, teens, adults, retirees and Spanish-speaking listeners.

The service is staffed by four full-time employees, but the main force behind Sun Sounds is the group of 350+ volunteers that actually do the reading and service as audio engineers. The volunteers keep Sun Sounds on the air nearly 16 hours every day, 365 days a year. All volunteer readers are screened by means of an oral reading test before being allowed air time.

Programs for Seniors

Various programs have been developed by Rio Salado Community College for reaching Senior Adults with credit instruction. "Never Too Late," a program designed primarily for retired adults who may not have had an earlier opportunity to pursue a college degree, is offered in a large retirement community on the west side. Counseling, advisement, conferences, and social support activities are provided. This particular program enrolls approximately 100 students and graduates approximately eight to ten per year.

Another program, "Adventures in Learning," is a non-degree, non-certificate, credit-class program in which participants earn pins of recognition for reaching various levels of knowledge. Participants select an adventure or a general topic which will be studied as the participant takes several related courses. For example, in the Southwest Adventure, the particpant takes classes such as "Indians of the Southwest," "Flora and Fauna," "Conversational Spanish," and "Arizona History," in order to obtain a cross-cultural view of the area in which the senior adults have chosen to live. There are five other modules in this program, and it is successful.

Plans are underway to replicate both the "Never Too Late" program and "Adventures in Learning" in the Paradise Valley and Mesa areas.

Special Interest Courses for Senior Adults

The Special Interest Program offers courses designed to meet the non-credit interests of the senior adult. The Rio Salado Area West office, located in Sun City, schedules many functions and courses in response to the mature student's interests and needs. Topics include biofeedback techniques, budget, financial planning for retirement, aerobics, sketching, color draping, ballroom dancing, calligraphy, and the new mature woman.

In conjunction with the Senior Adult Program, the college offers a "62" Pass. This pass can be used by any person who is 62 years of age or over, and allows the bearer to take some special interest non-credit courses at one-half price. This card also allows library privileges at any college within the Maricopa Community College District. The program has expanded its outreach by offering its classes in conjunction with community businesses such as the Sunflower RV Resort, Western Savings, and the Royal Oaks Retirement Community.

During 1984-1985, the Senior Citizen program served over 1200 adults who enrolled in special interest classes. Rio North and Rio East are currently designing similar programs to serve their senior adult populations.

Honors

Rio Salado Community College began the current Honors Program in the spring of 1982. The program is designed to accommodate the needs of superior and highly motivated students in their educational programs. The Honors Program is highly selective. To be considered for admission, a student should have a cumulative grade point average (GPA) of at least 3.5 in his/her high school work or in twelve or more credit hours of college work at Rio Salado Community College or other accredited post-secondary institutions. Students with outstanding support material in their applications may be admitted even if their academic GPA is below 3.5.

Honor students often enroll for six or more credit hours, attend the Honors Forum series, and maintain high grade point averages. The Honors Forum series gives Honor students the opportunity to personally interact with outstanding leaders and scholars. It may be attended as an intellectual challenge or taken as one-credit Honors course.

The Rio Salado Community College Program encourages participation in Phi Theta Kappa for recognition of the high academic attainment of Honors students. Through the Maricopa Foundation, scholarships are provided to indicate support based on merits and to further encourage high academic standards.

Through the Honors option/course enrichment plan (CEP), Honor students may earn honors credit by means of a contract which is individually designed by the instructors and students. Enrollment has steadily increased in the Honors Program and in the spring of 1984 reached 40 students.

As developed, the Honors Program has provided a positive response to the individual needs of the academically able student.

Women's Programs

Rio Salado has two sites which offer extensive programs designed to assist women who are enrolling in college for the first time or who are returning to college after a substantial period of time away from school. These programs, held at the Paradise Valley Mall and Westridge Mall, offer a variety of counseling courses designed to help women adjust to the demands of college. Courses such as "New Horizons for Women," "Assertiveness Training," and "Career Exploration," give women fresh insight into their own potential and into existing career opportunities. In addition to offering classes the women's programs provide counseling and advisement and a variety of free lectures on topics such as "Single Again," and "How to Study."

The New Mature Woman, a program being designed for the woman sixty years or older, is the outcome of a free forum offered in Sun City (a large retirement area). The forum which covered such topics as identity, appearance, relationships mental alertness, and financial security was so successful that a program is being designed to meet the unique needs of the older woman. The program will include counseling services as well as courses in personal development.

Adult Family Living Program

The Adult Family Living Program, or Parenting Program, offers classes designed to help parents improve their child-rearing techniques. Their slogan, "Parents Are Made--Not Born," identifies the purposes of the program which are these:

1. To give training and guidance for more effective parent/child relationships,

2. To help parents be better parents--day-to-day living with their children, and

3. To learn more effective communication skills to use with children and adults.

Classes are available for parents of infants, toddlers, elementary age children, pre-teens, gifted children, and for single parents.

Approximately 125 classes are taught by part-time instructors at 25+ locations throughout Maricopa County in community facilities which provide classroom space and child care facilities. Over 2,281 adults enroll in this program annually. The Adult Family Living Program, which began in 1930, is the oldest program associated with the college.

Institute for Leadership Development

In 1980 the Fund for the Improvement of Post Secondary Education (FIPSE) funded a project proposed by the American Association of Women in Community and Junior Colleges. The project was funded through the League for Innovation and placed with the Maricopa County Community College District.

In 1983 FIPSE funded a second proposal for a transition period during which the project would become self-supporting through charging fees for services. In the same year, the administrative responsibility of the project was transferred to Rio Salado.

During the five years of the project's operation the following programs have been developed:

1. Leaders for the 80's - An intensive training and networking program for women in middle-management positions,

2. Leaders' New Issues Seminars - Short-content, intensive seminars for participants from the Leaders for the 80's program, and

3. Leaders for Change - A program designed for women who are chief executive officers that offers content emphasizing their role as change agents and experts in their fields.

At the end of the 1985 series of Leaders for the 80's workshops, 610 participants will have been involved. Of these who have been in the program from 1981-1984 many have made significant career changes which they attribute to their involvement in this program.

The Institute for Leadership Development has been acknowledged by the League as being one of the outstanding projects that it has sponsored during its fifteen year history. It has been commended for its contribution to the development of leadership in two-year institutions nationwide.

The Maricopa Skill Center

The Maricopa Skill Center, providing training in seventy different job skills, serves a variety of target populatons: the handicapped, pregnant and parenting teens, displaced homemakers, chemical abusers, high school drop-outs, dislocated workers, inmates and ex-offenders, and economically disadvantaged. Many of these target groups are referred by agencies such Arizona Action for Displaced Homemakers, JTPA, the County Sheriff's Department, the Department of Vocational Rehabilitation, the Phoenix Urban League, Call-A-Teen, and many more.

The individualized training plan, which clearly defines the competencies to be achieved, along with the support services and a sensitive and caring instructional staff make the Maricopa Skill Cener a national leader in providing training for special populations.

PURPOSE 9

Enrich the cultural environment of the community through specialized and complementary services.

KJZZ-FM (91.5 MHz) Programming

KJZZ programming primarily consists of news and jazz programs, but also includes broadcast courses for credit, drama, public affairs, and others. As a member of the National Public Radio Network, KJZZ broadcasts two highly acclaimed news programs, "Morning Edition" and "All Things Considered." During the interval since the last Self-Study, the station received awards from the Arizona Press Club, the Associated Press, the United Press International, the Corporation for Public Broadcasting, and the Western Educational Society for Telecommunications. The "Best of WEST" award was for instructional radio. This is a post-secondary series of 26 programs that comprises a course in small business management, which the college is now marketing on a national level. In the news and public affairs field, KJZZ is one of the most honored radio stations in the state of Arizona, reflecting the high quality of its journalistic standards.

For music, the station broadcasts American classical music--jazz. KJZZ is the only station in the southwestern United States to use this format. (The nearest neighbors are in Austin, Texas, and Long Beach, California.) The station does not accept public service announcements from outside agencies. All such time is reserved for Rio Salado and the other community colleges, and is used to promote registration, seminars, guest speakers, and performances.

Special programs are also aired during Hispanic Culture Week and Black History Week. Additional series have included subjects relating to women, to AIDS, and to other topics of local and national concern.

KJZZ also enriches the community through co-sponsorship of special indoor and outdoor jazz events. Recent activities include Scottsdale Center for the Arts, Jazz in AZ, and live broadcasts from the Scottsdale LP Club. The station is negotiating similar arrangements with the city of Mesa.

National Issues Forum

Rio Salado Community College is an active sponsor of the National Issues Forum. As a sponsor, Rio Salado provides the meeting facilities (free of charge), publicity, membership to the Valley of the Sun National Issues Forum, and a discussion leader. This fast growing national organization gives citizens a better opportunity to become informed about national issues and allows them to involve themselves in public choice.

Community Cultural Events

Rio Salado also either directly sponsors or co-sponsors a variety of yearly events which add to the cultural enrichment of the surrounding communities. For example, Rio Salado sponsored Mexican Heritage week at Westridge Mall bringing to that community a variety of events and speakers. At Paradise Valley Mall and at Bell Plaza Center Rio Salado provides free forums covering a variety of cultural topics. In December 1985, Rio Salado will sponsor via the SUNDIAL Network, a live interview with astronaut Ron Evans. Rio Salado also co-sponsors the district Honors Series which includes lectures by notable intellectuals such as Ellen Goodman and Richard Louve.

Additionally, Rio Salado has jointly sponsored events such as the Simon Wisenthal lecture at Phoenix College.

QUALITY OF STUDENT ACHIEVEMENT

Measures of student achievement can at best seem elusive. However, careful thought, first, produces the obvious measures and, second, identifies the more elusive measures for which instruments and strategies need to be designed.

In this section, the college presents examples of the measures it currently has in place, those that are currently under development, and those which must be developed in the future. Throughout the discussion of student achievement, it is important to remember that the average student at Rio is working, is female, is an adult involved with work, family and community responsibilities, and who therefore carries an average of 3.4 credits per semester (fall 1985). Rio's students have a start-and-stop and start-again pattern which seems to indicate that they come to the college with a specific purpose in mind. Nonetheless, there are current and pending indicators of quality at the college's disposal.

DEGREE AUDIT SYSTEM

To date, student tracking systems within the college and the district have been fragmented. However, over the past 18 months, a programmer from Information Associates has been working with district and college personnel to design a comprehensive Degree Audit System (DAS). With the design almost complete, the implementation of the system should be initiated by the time the team visits in March 1986.

When a student enrolls in a program, the information will be added to his/her file. A computer-generated advisement sheet can then be produced, listing all courses needed to complete the designated program. Coursework that has been completed elsewhere can also be evaluated and entered into the system. This system will be a valuable tool in guiding students' course selection.

When all components of the tracking system are in place, students will be followed from the first semester they enroll through two years following completion of coursework in the district. The Degree Audit System will enable Rio Salado to assess the extent of student achievement.

While the DAS will provide the needed student tracking mechanism, its title is somewhat misleading. In addition to degree audit, the system incorporates a mechanism to identify students who are having academic difficulties and to allow time for institutional intervention. From a scheduling standpoint, the system can tell the manager how many students in a given area should be ready to enroll in the next course in the sequence and the manager can schedule accordingly. Standardized letters and announcements can be ordered and sent from the system to students for a variety of purposes. In these ways and others, the DAS will provide numerous opportunities for the institution to foster retention strategies which should increase student completion ratios.

ASSESSMENT AND PLACEMENT

Rio Salado administrators believe that appropriate assessment and course placement are key methods of ensuring quality of student achievement.

Placement tests are given to students enrolling for the first time in an English and/or mathematics course. Students who have been out of school for a long time and are recent high school graduates with marginal grade point averages are also given placement tests. Students who do not achieve the minimal criteria on the tests are advised into remedial courses.

Rio Salado Community College is participating in a district-wide assessment pilot program this year. The original purpose of the pilot is two-fold. First, the district wanted to afford each tested student the opportunity to make the best possible selection in terms of required skill levels when signing up for classes. The testing process includes individualized interpretations of test scores and suggestions for appropriate courses in English, reading, math and algebra. The tests are provided by The American Council on Testing (ACT) and College Board (CB). At this point, placement is not mandatory; by signing a waiver, the student may enroll for any course he/she desires.

Second, the study is an assessment on the part of the colleges of the testing process itself. During the spring semester, decisions will be made on which testing procedure and instrument will be used and how it will be implemented.

Students who take placement tests this fall will be tracked through completion of their classes. The cut-off scores for future placement recommendation will be based on how well these students have done in the courses they selected.

Also, the assessment program will eventually provide Rio Salado with information about the level of the reading, mathemathics, and English skills which students will need for success in such courses as management and accounting.

GRADE DISTRIBUTION STUDIES

The most widely accepted indicator of student achievement involves a student's academic progress. A study of the 1984 fall semester grade distribution indicates that Rio Salado students are quite successful. The distribution of grades at the college seems to be fairly stable. The 1984 fall grade distribution showed that 29% of the grades earned were "A," 17% were "B," 8.5% were "C," 2% were "D," and 2% were "F." Of course, grade inflation cannot be overlooked as an explanation for the high number of "A's" and "B's" given during this semester, but it is also difficult to assess the motivation many adult students bring to the classroom. (Grades of pass/fail (P2), incomplete, and withdrawal are not included in the distribution figures).

Rio Salado administration is nonetheless concerned about this and has directed discipline specialists to discuss the problem with the faculty. At a recent faculty meeting the faculty expressed concern, but felt there were some significant factors when dealing with adult students and the level of motivation they bring to the classroom.

One measure of student achievement can be inferred from by the number of withdrawals from a course prior to completion. During the semester under study, 12% of the students withdrew from courses. In an attempt to better understand why students withdraw from courses and to identify ways to prevent this from happening, Rio Salado has initiated new procedures for studying course withdrawals. The withdrawal form now includes the date and reason for withdrawal. A random selection of withdrawn students is sent a follow-up letter and evaluation form asking them to evaluate the class so that any problems with quality of instruction can be identified and corrected.

HONORS PARTICIPANTS

Other indicators of student achievement at Rio Salado Community College are the numbers of students eligible for Phi Theta Kappa, the National Community College Scholastic and Service Organization, and the number of students who are placed on the President's Honor Roll. During the spring 1985 semester, there were 600 students eligible for induction into Phi Theta Kappa. These students had grade point averages (G.P.A.) of 3.5 or better in a semester while taking six or more credit hours. During the same semester, 621 students were placed on the President's Honor Roll.

Academically talented students are recognized through a variety of scholarships which includes the President's Scholarship, the Honors/Chancellor's Scholarship, and the Honors Foundation Scholarship.

STUDENT RETURN RATIO

Another indicator of success is the return rate of students. During the spring 1985 semester, 45% of the enrolled students were either former or continuing students. This suggests that students are able to achieve their educational objectives and that they are satisfied with their experiences at Rio Salado Community College.

STUDENT EVALUATION

Student satisfaction is also expressed through course evaluations. These evaluations consistently reveal and suggest that students have a high opinion of the educational training they receive at Rio Salado Community College and suggests that most course participants have achieved their primary educational objectives (Exhibit C 6).

QUALITY OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

Measures of administrative effectiveness and educational service must relate to whether or not the institution is meeting its goals and purposes. Throughout this report, those measures are discussed in depth. The institution is serving numerous students, over a large geographical area, customizing programs and services to meet identified needs. If quality were not present, students would not register, attend classes or complete certificate and degree programs. That is, obviously, not the case.

Furthermore, within a multi-college disrict, the effectiveness of the district operation must be addressed. Here, again, the leadership and support from the district office has enabled the college to grow, to change, to be challenged, and to strive toward specific goals.

One of the original challenges issued the college was to be the most cost-effective operation within the district. Rio Salado Community College has met the challenge, and a recent study (Exhibit B 152) by the District Budget Development Office confirmed what most of the staff has come to believe. While it is true that the actual dollars added to the college budget represent a growth of 135.5% from 1979-80, and while it is true that the cost/FTSE is still the lowest in the state, the "buying power" of those dollars has only increased by 7% over these past five years, when the Metro Phoenix Inflationary Index is applied. Rio's FTSE during the same time increased 34%. This means that Rio has been able to "do more with less," and it also means that if quality issues are to be addressed in the future, the budget must provide mechanisms to address them. In other words, the college is probably as "lean" as it can get without jeopardizing its effectiveness.

The issue of quality is acknowledged in an environment which has enabled the college and its programs to be recognized through official awards by the U.S. Secretary of Education, the U.S. Department of Labor, and others. The occupational programs are reviewed by the State Department of Education, the Division of Vocational Education, and have each time been acknowledged as quality operations. Staff are continually invited to present at national conferences and conventions to share information on Rio's programs and services. These too are indicators of Rio Salado's effectiveness.

QUALITY OF INSTITUTIONAL LIFE

VISIONS SURVEY

The very nature of Rio Salado Community College and the success and effectiveness of its educational services and programs in the community must be attributed to its employees, the college's greatest resource. Factors such as job satisfaction, employee benefits, performance evaluation and opportunities for training and job advancement contribute significantly to a positive work environment and to effective management practices.

During the fall of 1984, the MCCCD VISIONS/Career Development and Advancement program conducted an organizational survey among all of the employees in the district. While the return rate was high (70%), it should be noted that not all respondents answered all questions. The number of respondents per question ranged from a high of 75 to a low of 29. Thus, the percentages reported below are somewhat skewed in low response categories. The survey results were also reported to each college regarding its group of employees. The three primary areas of importance for this study are job satisfaction, communication, and job training/ advancement. Each of these areas will be addressed in relation to the survey results and the college's response to concerns expressed.

JOB SATISFACTION

The survey results indicated that over 82% of the college employees thought that the college and the district were above average places to work. None felt that they were below average. It also showed that 87% of the employees said that if they had it to choose again, they would choose the same college as a place to work, and 73% felt that the reputation of their college was above average. Approxiamately 40% felt that their college was well-managed, and more than 64% felt that their college was concerned about the quality of educational programs. An above-average rating was given by more than 80% of the employees regarding the effectiveness of their immediate supervisors.

The employees identified the five top things that were the most important to them on the job:

a. the opportunity for advancement,
b. the chance to learn new skills and develop talents,
c. the chance to have ideas adopted and put into use,
d. the opportunity to work for supervisors they respect, and
e. the authority to make decisions about how to do their jobs.

The survey showed that 69% of Rio's employees felt that job makes good use of their skills and abilities and that the work they do makes a real contribution to the educational system. The college annually grants outstanding recognition awards for support staff, management, and faculty. It sponsors a faculty recognition reception each spring for instructors who have made substantial contributions to the college.

Rio employees generally rated their employee benefit packagage as above average. However, 18% felt that the college and the district were below average in terms of a wellness program. This fall, the college and the district have established committees to address the issue of wellness and set up programs for the employees. Overall, 83% of the employees were satsified with their jobs.

COMMUNICATION

This area of the study emphasized written communication throughout the college. The VISIONS survey identified communication as an area that needed to be addressed within the college. Although 54% of the employees felt that their departments were above average in solicitating employee opinions, and 21% felt that their departments were above average in letting them say what they thought to supervisors, 38% felt that there was a tendency to duplicate efforts among departments or work groups, and 62% felt that cooperation within and among colleges, departments, and work groups was average or above.

Regarding internal communication, the survey showed that 58% of the employees felt that important changes in college policies were usually fully explained to them, and 51% felt that the college was keeping in touch with its individual employees.

The president continues to hold periodic "file cabinet" meetings with the professional staff to bring them up-to-date on college activities, enrollment, and changes in policies or procedures. The professional staff select a representative to attend the Administrative Council and an administrative representative attends the meetings of the Professional Staff Association. In June, 1985, the first annual Rio Day was held, an all-employee meeting which provided an opportunity for an exchange of information and ideas among all staff of the college.

In fall, 1985, a strategic planning retreat was held which included all faculty, administrators, and representatives of the professional staff. Also a monthly college newsletter provides information on college and district programs and college staff. Each edition highlights a staff member and his/her contributions to the college. Other staff development actvities are planned for the year, as well as social activities such as the college picnic and the annual Christmas party. These activities encourage better communication in a more relaxed atmosphere.

JOB TRAINING/ADVANCEMENT

The survey showed that sixty-eight percent (68%) of Rio's employees felt that opportunities for advancement/promotion were average or above average. It also showed that sixty-seven percent (67%) disagreed that the promotional system lets the best qualified person advance, and over 50% disagreed that extra work and exceptional job performance lead to advancement. It showed that eighty-two percent (82%) felt that the college was definitely trying to hire and promote people from minority groups.

The survey showed that 81% of the employees felt that they received adequate training to do their present jobs properly. Over sixty-seven (67%) rated the district as above-average for its computer literacy programs. It also showed that eighty-nine (89%) felt that it was important to have training and renewal programs for employees to learn new skills and upgrade skills, and 79% said that with financial support they would go through a retraining program to obtain a new position or teach in a new discipline. The survey also showed that 36% did not know how to utilize the college and district resources to achieve their career goals. The survey identified five areas where employees would like more information: stress, human potential/productivity, communications, time management and employee motivation. Many of these areas are already being addressed through the employee meetings, newletters, and other activities both at the college and at district.

Interestingly the college responses did not differ significantly from the district response as a whole. The college and district are concerned about what the survey revealed and are developing additional staff activities that will address those issues.

QUALITY OF CONTRIBUTION TO OUTSIDE COMMUNITIES

Rio Salado's contribution to the outside community can be categorized into four groups: 1) community-based, 2) community leadership involvement, 3) economic development, and 4) cultural activities.

As a non-campus, community-based college Rio Salado contributes classes, programs, and services to many communities that ordinarily would not have access to adult educational opportunities. For example, Rio Salado has set up programs in many of the rural areas of Maricopa County such as in Buckeye, Gila Bend, and Wickenburg. Through a combination of traditional classroom instruction and instruction delivered by technology, Rio Salado has been able to provide services where none previously existed.

Rio Salado administrators have made and continue to make contributions to various communities through their involvement in numerous organizations. All Rio Salado employees have been strongly encouraged to become involved in the communities' organizations. The following are just a few examples of the many organizations in which Rio Salado employees are actively involved:

Paradise Valley Chamber of Commerce
Arizona Humanities Council
Arizona Association for Chicanos in Higher Education
Hispanic Women's Conference
Arizona Association for Industrial Development
Symphony Council
Governors Task Force on Adult Literacy on
  Telecommunications
Quality of Education in Arizona
Phoenix City Club

In addition, Rio Salado employees acts as speakers for various organizations throughout the country.

Rio Salado contributes to the economic development of various communities in that it hires, whenever possible, local personnel to work in high school programs and it pays rent to local school districts for use of the facilities.

Finally, Rio Salado makes a cultural contribution through its KJZZ radio station, the only jazz station in the state, and through its sponsoring of various events.

CHAPTER V: PLANNING

The institution can continue to accomplish its purposes.

INTRODUCTION

Planning is a challenge to a college and by its very mission it strives to remain fluid enough to be responsive to constantly changing educational needs. However, the college must also demonstrate long-term stability to ensure institutional survival. This section of the self-evaluation presents an overview of Rio Salado Community College's stability from the perspective of its external and internal environments. Also included is an explanation of Rio Salado's planning philosophy and process.

THE EXTERNAL ENVIRONMENT

Major external environmental indicators tend to affirm Rio Salado Community College's stability and its ability to continue to meet its goals. That is, unlike its sister colleges, which increase in enrollment during periods of high unemployment, Rio Salado thrives in an environment which boasts a rapid population growth, a healthy economy, and a low unemployment rate. Thus far, the external environment appears to be very promising for Rio Salado Community College.

Since many of Rio Salado's programs are designed to meet the educational needs of a growing, changing community, an area with a rapidly increasing population is an ideal environment for this college. The population of Maricopa County has increased by 78.2% between 1970 and 1984. Moreover, Metropolitan Phoenix is expected to increase in population by twenty-seven percent (27%) during this decade, making it one of the fastest growing cities in the nation. Within Maricopa County specific areas, such as Mesa, Glendale, and Peoria, growth is even more rapid than in the county itself.

In addition, the majority of newcomers in Maricopa County's labor force are employed in white collar jobs, and almost one-fourth are at professional, executive, or management levels. Only about ten to twelve percent (10-12%) of the newcomers to Maricopa County are retired.

The personal income of Maricopa County residents is now above the United States' average and according to a forecast in Arizona Economy Maricopa County's economy will continue to grow at a healthy rate.

The employment growth for Phoenix between 1970 and 1984 was 135%. Although Maricopa County has seen a decline in employment in the semiconductor industry, growth in a strong defense industry, a growing service industry, and an expected rise in highway construction will continue to buoy the economy.

Not only is the external economic environment favorable, but the county's citizens have expressed a positive attitude toward post-secondary education. The results of a district-sponsored community survey, "Attitudes Toward Higher Education in Maricopa County" (Exhibit B 19) give support to the belief that community college students want convenient education. When asked the reason for attending a particular community college, 85% of the respondents cited proximity either to work or to home. This type of information is a good indicator that Rio Salado Community College can continue to successfully accomplish its purposes of taking education to its constituents.

The Phoenix Economic Base Analysis paper (prepared for the Phoenix Economic Growth Corporation in September, 1985, by the the Fantus Company) includes the following economic trends which Rio Salado Community College must continue to address in its long-term strategic planning:

1. Phoenix is not a general manufacturing center; instead high tech is important. Price competition exists in the lower end of computer equipment and standard semiconductor chips. Phoenix's main foreign competition is in price sensitive products and in Japanese super computers. Currently, United States producers are emphasizing higher value added products such as semi-custom chips, offshore production, and offshore production of standard products and automation.

2. Wholesaling trends indicate that Phoenix is a regional supplier to Arizona, New Mexico, west Texas, southern Nevada, and Utah. The population growth raises the possibility that Phoenix will dominate the wholesale business. Regionalization emphasizes attention to fuel costs and the reduction of inventory. There is also a trend toward fewer employees per facility.

3. Retail trends indicate that Phoenix is attracting an affluent, adult population and the young upwardly mobile. Tourists and "snowbirds" also play an important role in retail trends. The key to growth in retailing is a growing population with disposable income.

4. Industrial trends in finance, insurance, and real estate indicate that Phoenix has an especially high involvement in the Southwest insurance and real estate markets. These industries produce a greater share of the area gross product than does employment. The following occurrences will affect these industries: national growth and de-regulation, interstate banking in 1986, foreign investors in real estate, insurance region-

alization and consolidation of offices, automation and the movement of back offices to smaller cities.

5. Industry trends in research and development show that Phoenix is not a research and development center, but rather that it is production oriented. However, in order for continued growth in production, Phoenix will need to expand its research and development capacity. A company's ability to recruit talent to Phoenix is affected by turnover, leading-edge products, and lifestyle.

6. Trends in office industries show that Phoenix is not a headquarters' city, but rather it has regional, administrative, and divisional headquarters.

These external trends represent a myriad of opportunities for an institution such as Rio Salado Community College which can provide convenient, quality education and training to a high growth, diverse population with rapidly changing educational requirements.

THE INTERNAL ENVIRONMENT

The institutional stability of Rio Salado Community College can emperically be illustrated by its internal environment such as its general enrollment trends. Rio Salado's enrollment and FTSE demonstrate an overall growth pattern (Exhibit A 4).

Part of the overall increase in FTSE can be attributed to growth in short-term and open-entry, open-exit courses, which now represents 60% of Rio's FTSE, and which are not scheduled during the traditional semester time (Exhibit A 5). Short-term and open-entry, open-exit courses are mechanisms to support the economic growth of the Valley.

Another trend which indicates stability is Rio Salado's movement toward a base of diverse enrollment sources. In 1978 Rio Salado's enrollment was heavily concentrated in the apprenticeship programs. Because of the concentration, employment reductions in the construction trades severely affected Rio Salado's enrollment. Now enrollment sources are much more diverse. The areas have become more equal in the percentage of enrollment that they develop, thus making the institution less vulnerable to enrollment declines in one area.

Finally, Rio Salado Community College curricula trends illustrate a maturing and stable institution. In seven years, Rio Salado Community College has developed thirty (30) certificate programs and twenty-eight (28) degree programs. It is predicted that in 1985-86 Rio Salado Community College will develop eighteen (18) new courses, four (4) certificate programs, and two (2) additional degree programs.

PLANNING PHILOSOPHY

While Rio Salado Community College's steady enrollment increase indicates institutional stability, its planning process is characteristic of an organization that is evolving as it meets the requirements of its environment. The current philosophy which forms the foundation of Rio's planning process is a belief that formalized short-term (one-year or less) planning coupled with long-term targets, which are more conceptual in nature, allow Rio Salado Community College to develop plans which provide an overall college strategy while retaining the flexibility needed to meet the changing needs of Maricopa County's constituents.

Rio Salado's planning philosophy supports the theory that decision makers need both training in planning and access to vital institutional information. For example, three years ago Rio Salado sponsored a retreat where key employees received training in planning techniques. Moreover, Rio Salado's President and Dean of Instruction keep decision makers updated on district initiatives and provide open access to vital statistics and budget information.

Finally, Rio Salado's planning philosophy takes into account Rio Salado's part in the Maricopa Community College District and that some of Rio's more general strategic plans will of necessity be coordinated with the district plans and initiatives.

PLANNING PROCESS

Rio Salado has a multi-level planning process. Strategic long-term planning evolves from the district and the executive level at Rio Salado, while tactical, short-term planning takes place at the program/department level. Because of this approach to planning, Rio Salado Community College does not have a single comprehensive plan, but rather has an amalgamation of several plans which is focused at specific areas of interest. In other words, Rio Salado has three planning mechanisms--the district, the executive level committee, and the department/program level.

The first planning mechanism is that which incorporates Rio Salado Community College into the district planning process. Over the last five years, the district has formed four major task forces--Arts and Sciences, Developmental Education, Occupational Education, and Student Services--each now at different levels of development, and each with a formal report and a planner. Rio Salado Community College representatives on the District Task Forces also serve as chairpersons for the college task forces.

Rio Salado has a technology plan which guided the telecommunications equipment purchases for 1985-86 and set directions for succeeding years. A marketing committee met for three years following the 1983 retreat. It developed general guidelines and strategies for the college in marketing.

In addition, Rio Salado Community College is involved with the district educational planning group called the Joint Council On Educational Planning (JCEP). For 1985 through 1986, JCEP has adopted the following thirteen priorities:

Articulation
Arts and Science
Developmental Education
Honors
Information Technologies
International Education
Library/Media Centers
Automation and Instructional Integration
Occupational Education and Economic Development
Recruitment and Retention of Minority Students
Staff Development
Student Orientation, Assessment, Advisement, Tracking and Retention
Student Recruitment and Marketing
Student Services

JCEP awards district funds for college initiatives which support these thirteen priorities. These funds, handled like an internal grant, provide the college with the opportunity to experiment with new approaches to JCEP challenges. Thus, as Rio Salado Community College is awarded such grants, the grant's execution plan also becomes part of Rio Salado Community College's planning process.

DISTRICT/RIO PLANNING

The dynamics of the district planning and initiative by their very nature create an interesting tension between the college and the district. Although Rio Salado Community College degrees with the need for such district initiative and plans, occasionally the district's perceptions of timely implementation do not necessarily concur with those of Rio Salado Community College. For example, over the last several years some of Rio Salado Community College's long-term plan (conceptual plans such as assessment) have become short-term plans in order to comply with the district timelines.

RIO EXECUTIVE PLANNING

The second planning mechanism operating at Rio Salado Community College is the President's Executive Planning Committee consisting of the President, the Dean of Instruction, and Director of Administrative, Registration and Financial Aid Services. This committee plans long-term college initiatives and priorities, and allocates budget and supporting resources. Working with in-put from the associate deans, faculty, and other program managers, this committee develops the yearly plan for the program-driven budget. This formal, written document (Exhibit A 1) contains the college's plan for the upcoming year in terms of program, budget allocation and expected enrollment. It states the college's strategy for growth and accomplishment of mission. It also establishes priorities for request for additional funds to support new initiatives. Although Rio Salado Community College does not have a formalized institutional research department, one person has been assigned the part-time responsibility of providing the committee with data needed for planning.

RIO SALADO PLANNING RETREAT

On October 17 and 18, 1985, Rio Salado held its first annual strategic planning retreat. This retreat was notable because it was Rio Salado's first attempt to conduct a major planning activity involving all levels of the college. Many of the participants of the 1983 training planning session were involved in this retreat, and from the results of the retreat, the training appeared to have been beneficial. The members of the planning retreat included all of Rio's faculty and administration and eight of its professional staff. The combination of faculty, administration, and professional staff produced integrated plans reflecting various levels of employees' perceptions.

The purpose of the retreat was to produce a three year strategic plan for Rio Salado. Carefully planned to produce maximum results in a short time, the retreat began with the president and two deans presenting the participants with factual information about Rio Salado, the district, and the other campuses in the district. This information included a historical record of Rio Salado's enrollment/FTSE pattern, as well as a yearly report on the degrees and certificates developed and issued. Student demographics were also presented. To further add a realistic view of the competition, information about Rio Salado's sister campuses was presented.

The planning took place in six small discussion groups. The groups first developed a set of assumptions about Rio Salado's relationship to the following topics: economic conditions and employment, technology, administrative services, computers, assessment, and university requirements, legislation and emerging social and educational issues, and demographics and projections for future target groups. A large group discussion on what Rio Salado does well set a positive frame for the discussion of the following topics: curriculum and programs, technology, administrative services, student services, interrelationships, new populations. From the discussion of the those topics came some very exciting plans and directions for Rio Salado (Exhibit A 9).

AREA PLANNING

The area planning mechanism provides the college with tactical plans for accomplishing its purposes. That is, each associate dean and program manager is responsible for planning the growth of his/her service area. Associate deans and program managers develop yearly plans which outline the programs to be offered, the required budgets, and the measurable expected benefits. These yearly plans established in response to retreat priorities are incorporated into the Rio Salado Program/Budget plan which is submitted to the district.

Planning for the Future

Rio Salado Community College is a dynamic, ever-evolving institution. Blending immediate, intermediate and long-range planning will always be a challenge for the institution. However, it has always maintained a clear sense of general direction, specified target and priorities, and provided the mechanisms for each unit of the college to address those priorities in the manner which best meet the area's needs. The "return" to the college for choosing this approach has been its greatest strength. New ideas continue to emerge. Staff feel challenged and are willing to risk. They are not afraid to fail. Planning strategies for the future will continue to mix the immediate with the long-range. They will continue to be fluid and multi-directional. For like the college itself, the planning processes have no walls, no limits. Future directions will be limited only by the creativity of Rio Salado's people.

APPENDICES

APPENDIX A

SELF-STUDY PROCESS

APPENDIX A 1

SELF-STUDY STEERING COMMITTEE

A= ADMINISTRATION   P= PROFESSIONAL STAFF   F= FACULTY

Coordinator: Carol Scarafiotti (A)

Mission and Purpose Committee

Chairperson: Gary Rhodes (A)
Myrna Harrison (A)
Lucretia Pearse (A)
Angela Avillar (P)
Mary Foote (P)

General Institutional Requirements and Temporary Employees

Chairperson: Lucile Schoolland (A)
Sue Jordan (P)
Peggy Ryan (P)
McKinley Humphrey (P)
Carmen Griffin (P)
Jill Crompton (P)

Credit Programs

Chairperson: Jayne Goldstein (A)
Rich Kelsall (F)
Donna Murchland (P)
Janice Wright (P)
Olivia Lara (P)
Grace Higgins (P)

Non-Credit Programs

Chairperson: Mary Johnson (A)
Mildred Bulpitt (A)
Janet Gesin (A)
Beverly Harker (A)
Don Shipe (P)
Flower Hernandez (P)
Sara Rizzi (P)

Faculty and Instructional Support Services

Chairperson: Bill Kiernat (F)
Pat Greer (A)
Karen Mills (A)
Louis Dale (A)
Carol Cavanaugh (P)
Silvia Serrata (P)

APPENDIX A 1

Faculty and Instructional Support Services (cont.)

Shirley Clay (P)
Ron Rubalacava (P)

Students and Student Services

Chairperson: Janet Whitaker (A)
Sonny Quinonez (A)
Calvin Culpepper (A)
Mary Alice Tomlinson (A)
Carolyn Desjardins (F)
Rama Bagley (P)
K.C. Rader (P)

Financial Resources and Operations

Chairperson: Verline Rader (A)
Frances Painter (A)
Lillian Barker (A)
Vera Lindly (A)
Deborrah Murphy (P)
Dolores Clark (P)

Institutional Dynamics - (governance-administration college and district)

Chairperson: Joyce Elsner (A)
Carl Matthusen (A)
Ricardo Provencio (F)
Pat Haas (F)
Ann Sindle (P)
Janice McClain (P)
Barbara Fair (P)
K.C. Hundere (P)

APPENDIX A 2

NCA ACCREDITATION VISIT
TIMELINE OF ACTIVITIES

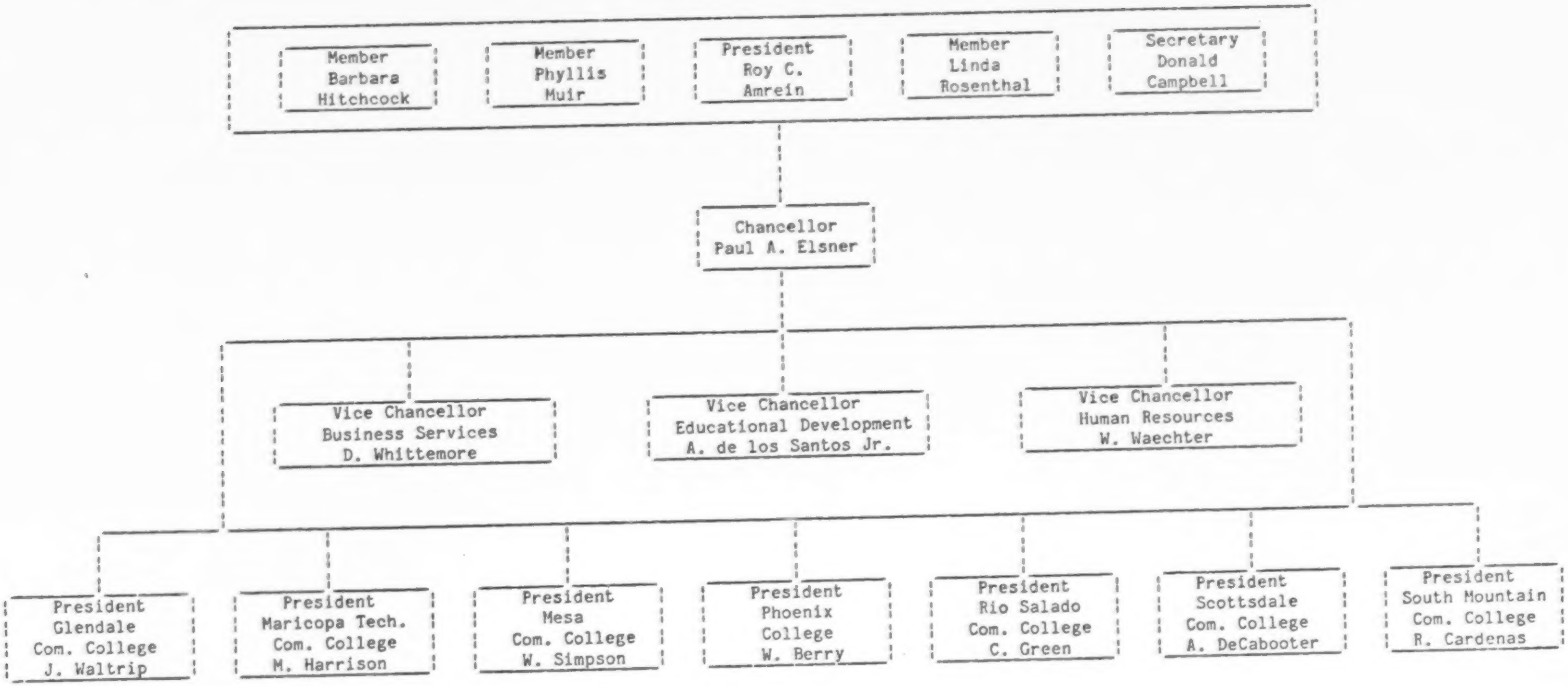
1984	
April	Form Committees
June-August	Decide on Surveys and Other Data Collection Methods
August-September	Conduct Surveys
October-November	Follow-up on Surveys
December	Analyze Data
1985	
January	Continue Data Analysis
January-August	Draft the Report
September	Conduct Staff Review/Workshop
October-November	Rewrite Report
December	Go to Press
1986	
January	Mail Report to NCA

APPENDIX B

ORGANIZATIONAL CHART

DISTRICT ADMINISTRATION

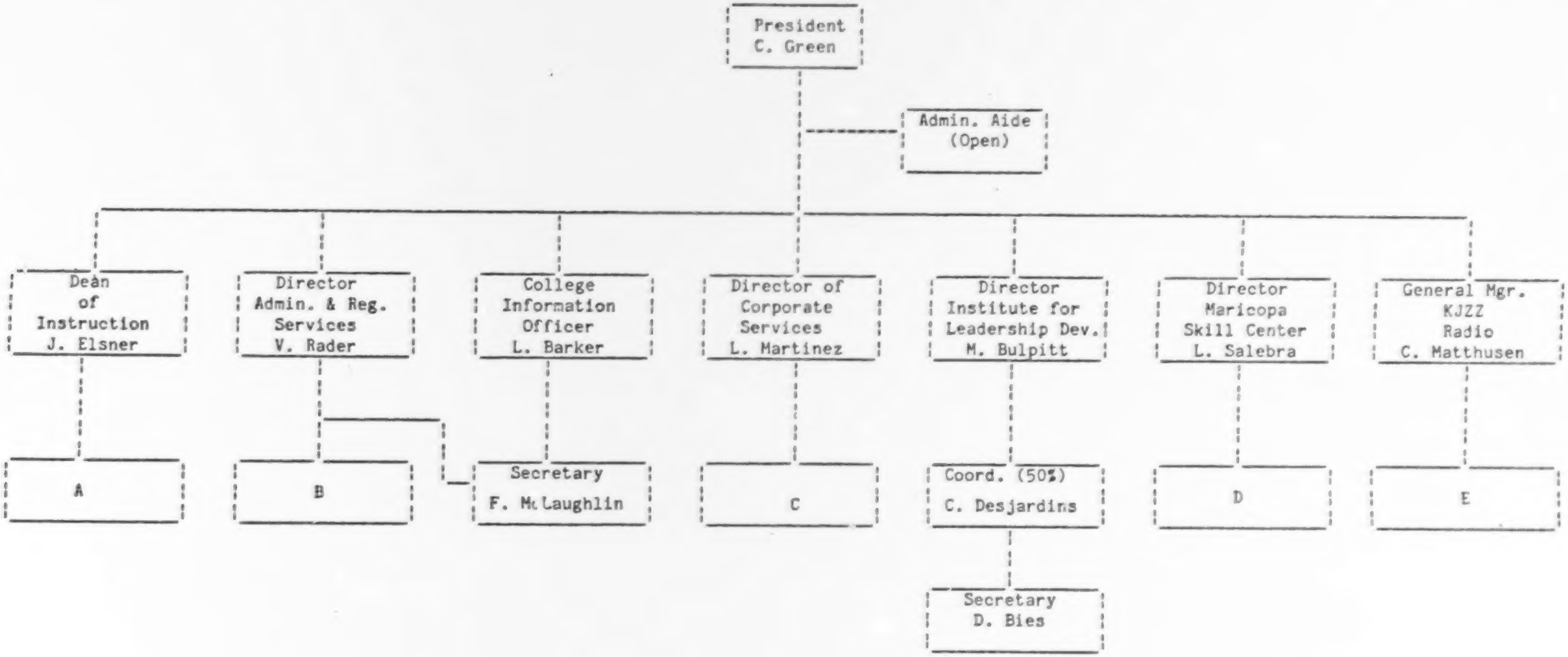
1985 MCCCD GOVERNING BOARD


Member Barbara Hitchcock
Member Phyllis Muir
President Roy C. Amrein
Member Linda Rosenthal
Secretary Donald Campbell
Chancellor Paul A. Elsner
Vice Chancellor Business Services D. Whittemore
Vice Chancellor Educational Development A. de los Santos Jr.
Vice Chancellor Human Resources W. Waechter
President Glendale Com. College J. Waltrip
President Maricopa Tech. Com. College M. Harrison
President Mesa Com. College W. Simpson
President Phoenix College W. Berry
President Rio Salado Com. College C. Green
President Scottsdale Com. College A. DeCabooter
President South Mountain Com. College R. Cardenas

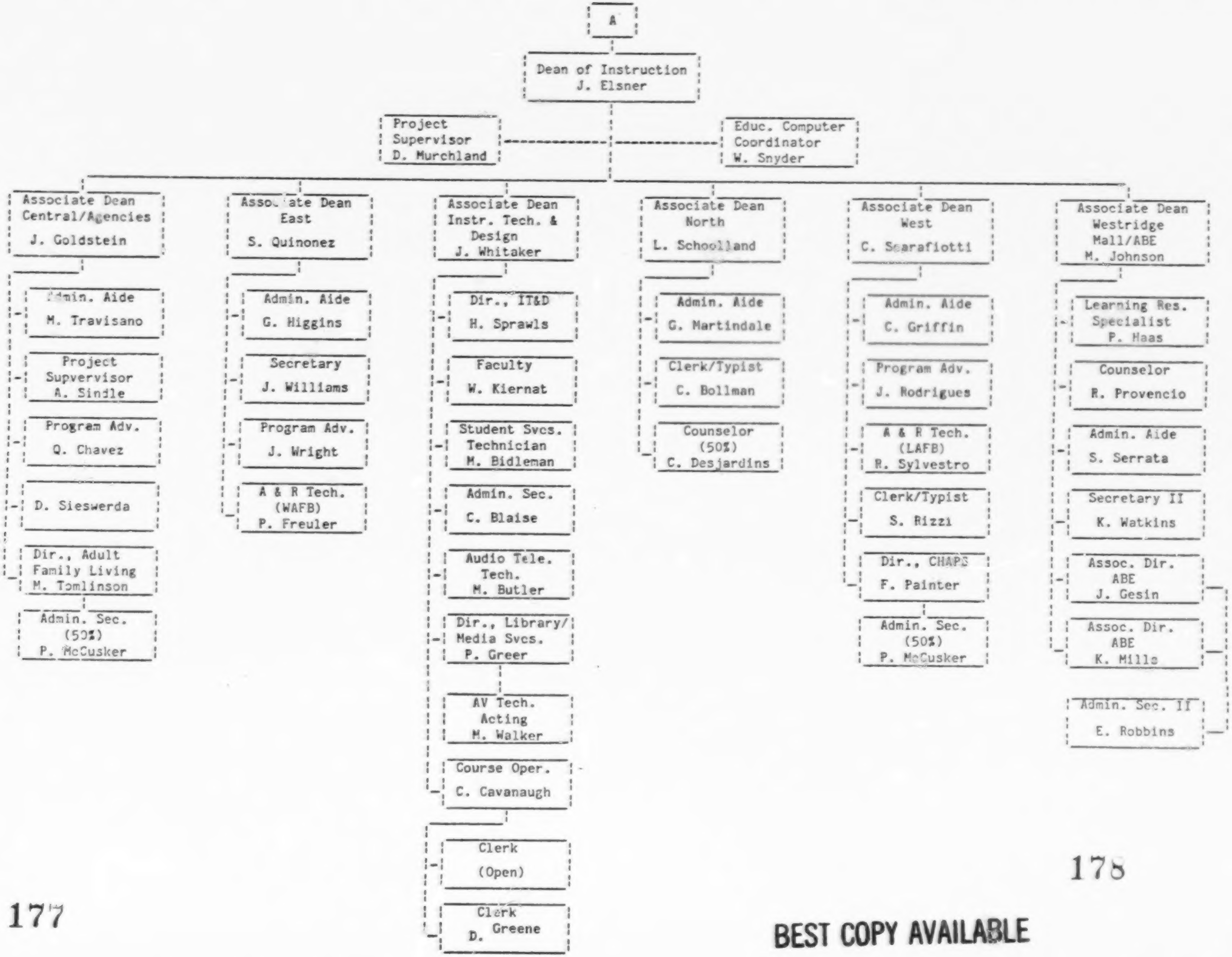
Rev: Dec. 1985

RIO SALADO COMMUNITY COLLEGE

ADMINISTRATION
1985-86


President
C. Green
Admin. Aide
(Open)
Dean
of
Instruction
J. Elsner
Director
Admin. & Reg.
Services
V. Rader
College
Information
Officer
L. Barker
Director of
Corporate
Services
L. Martinez
Director
Institute for
Leadership Dev.
M. Bulpitt
Director
Maricopa
Skill Center
L. Salebra
General Mgr.
KJZZ
Radio
C. Matthusen
A
B
Secretary
F. McLaughlin
C
Coord. (50%)
C. Desjardins
D
E
Secretary
D. Bies

APPENDIX B


A
Dean of Instruction J. Elsner
Project Supervisor D. Murchland
Educ. Computer Coordinator W. Snyder
Associate Dean Central/Agencies J. Goldstein
Admin. Aide M. Travisano
Project Supvervisor A. Sindle
Program Adv. Q. Chavez
D. Sieswerda
Dir., Adult Family Living M. Tomlinson
Admin. Sec. (50%) P. McCusker
Associate Dean East S. Quinonez
Admin. Aide G. Higgins
Secretary J. Williams
Program Adv. J. Wright
A & R Tech. (WAFB) P. Freuler
Associate Dean Instr. Tech. & Design J. Whitaker
Dir., IT&D H. Sprawls
Faculty W. Kiernat
Student Svcs. Technician M. Bidleman
Admin. Sec. C. Blaise
Audio Tele. Tech. M. Butler
Dir., Library/Media Svcs. P. Greer
AV Tech. Acting M. Walker
Course Oper. C. Cavanaugh
Clerk (Open)
Clerk D. Greene
Associate Dean North L. Schoolland
Admin. Aide G. Martindale
Clerk/Typist C. Bollman
Counselor (50%) C. Desjardins
Associate Dean West C. Scarafiotti
Admin. Aide C. Griffin
Program Adv. J. Rodrigues
A & R Tech. (LAFB) R. Sylvestro
Clerk/Typist S. Rizzi
Dir., CHAPS F. Painter
Admin. Sec. (50%) P. McCusker
Associate Dean Westridge Mall/ABE M. Johnson
Learning Res. Specialist P. Haas
Counselor R. Provencio
Admin. Aide S. Serrata
Secretary II K. Watkins
Assoc. Dir. ABE J. Gesin
Assoc. Dir. ABE K. Mills
Admin. Sec. II E. Robbins

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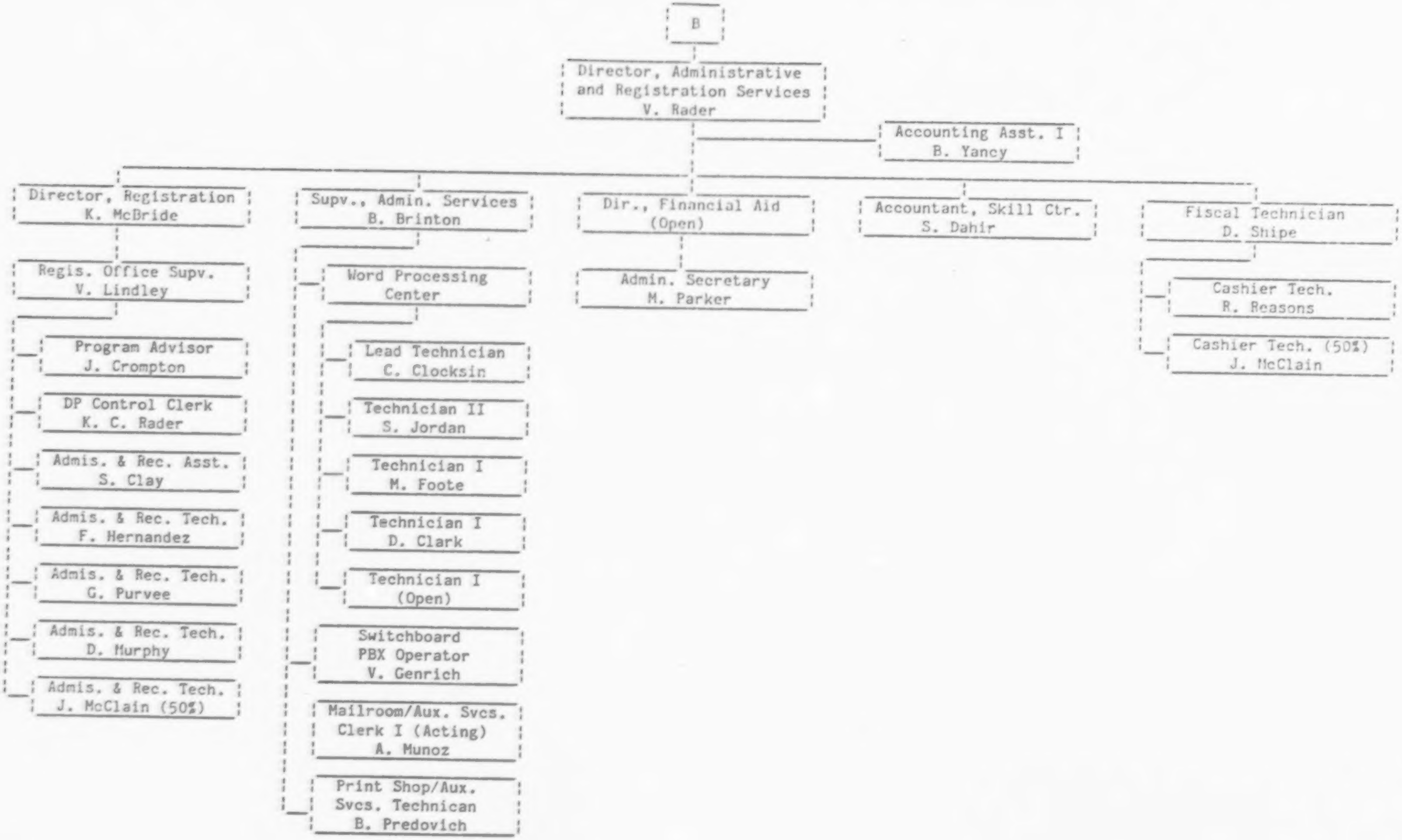
B
Director, Administrative and Registration Services V. Rader
Accounting Asst. I B. Yancy
Director, Registration K. McBride
Regis. Office Supv. V. Lindley
Program Advisor J. Crompton
DP Control Clerk K. C. Rader
Admis. & Rec. Asst. S. Clay
Admis. & Rec. Tech. F. Hernandez
Admis. & Rec. Tech. G. Purvee
Admis. & Rec. Tech. D. Murphy
Admis. & Rec. Tech. J. McClain (50%)
Supv., Admin. Services B. Brinton
Word Processing Center
Lead Technician C. Clocksin
Technician II S. Jordan
Technician I M. Foote
Technician I D. Clark
Technician I (Open)
Switchboard PBX Operator V. Genrich
Mailroom/Aux. Svcs. Clerk I (Acting) A. Munoz
Print Shop/Aux. Svcs. Technican B. Predovich
Dir., Financial Aid (Open)
Admin. Secretary M. Parker
Accountant, Skill Ctr. S. Dahir
Fiscal Technician D. Shipe
Cashier Tech. R. Reasons
Cashier Tech. (50%) J. McClain

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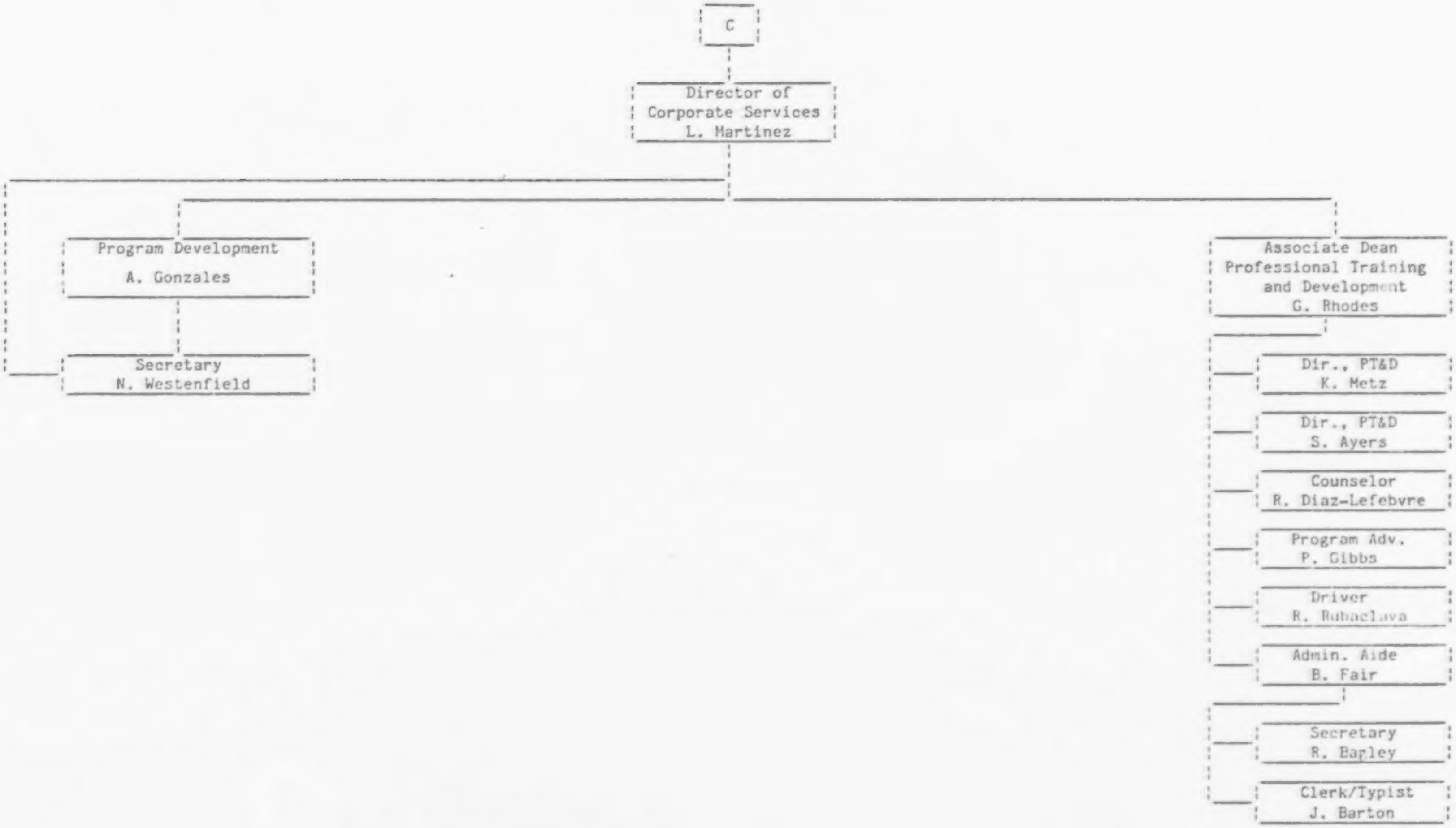
C
Director of Corporate Services
L. Martinez
Program Development
A. Gonzales
Secretary
N. Westenfield
Associate Dean Professional Training and Development
G. Rhodes
Dir., PT&D
K. Metz
Dir., PT&D
S. Ayers
Counselor
R. Diaz-Lefebvre
Program Adv.
P. Gibbs
Driver
R. Rubaclava
Admin. Aide
B. Fair
Secretary
R. Bagley
Clerk/Typist
J. Barton

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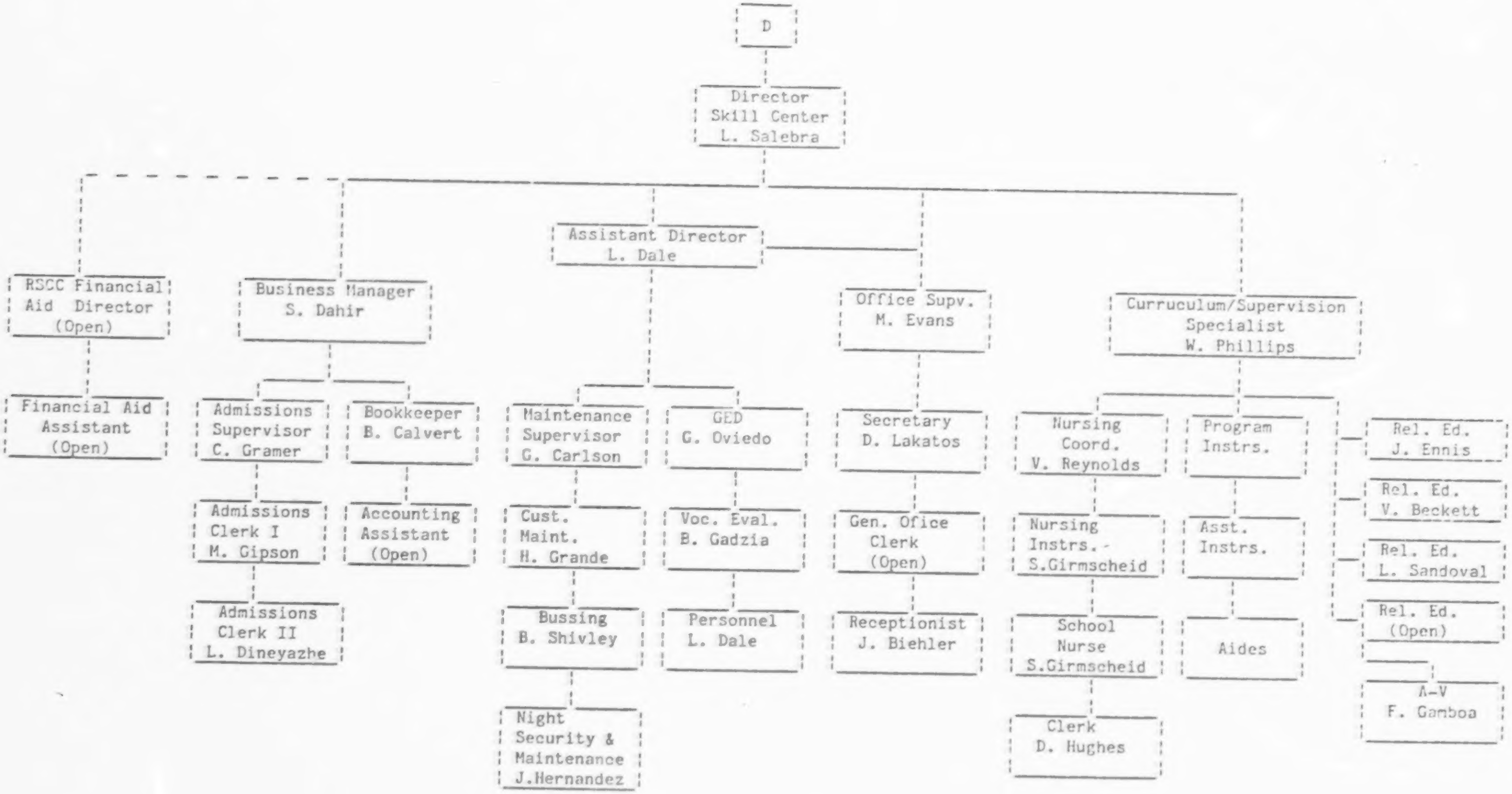
D
Director Skill Center L. Salebra
RSCC Financial Aid Director (Open)
Business Manager S. Dahir
Assistant Director L. Dale
Office Supv. M. Evans
Curruculum/Supervision Specialist W. Phillips
Financial Aid Assistant (Open)
Admissions Supervisor C. Gramer
Bookkeeper B. Calvert
Maintenance Supervisor G. Carlson
GED G. Oviedo
Secretary D. Lakatos
Nursing Coord. V. Reynolds
Program Instrs.
Rel. Ed. J. Ennis
Rel. Ed. V. Beckett
Rel. Ed. L. Sandoval
Rel. Ed. (Open)
A-V F. Gamboa
Admissions Clerk I M. Gipson
Accounting Assistant (Open)
Cust. Maint. H. Grande
Voc. Eval. B. Gadzia
Gen. Ofice Clerk (Open)
Nursing Instrs.- S.Girmscheid
Asst. Instrs.
Admissions Clerk II L. Dineyazhe
Bussing B. Shivley
Personnel L. Dale
Receptionist J. Biehler
School Nurse S.Girmscheid
Aides
Night Security & Maintenance J.Hernandez
Clerk D. Hughes

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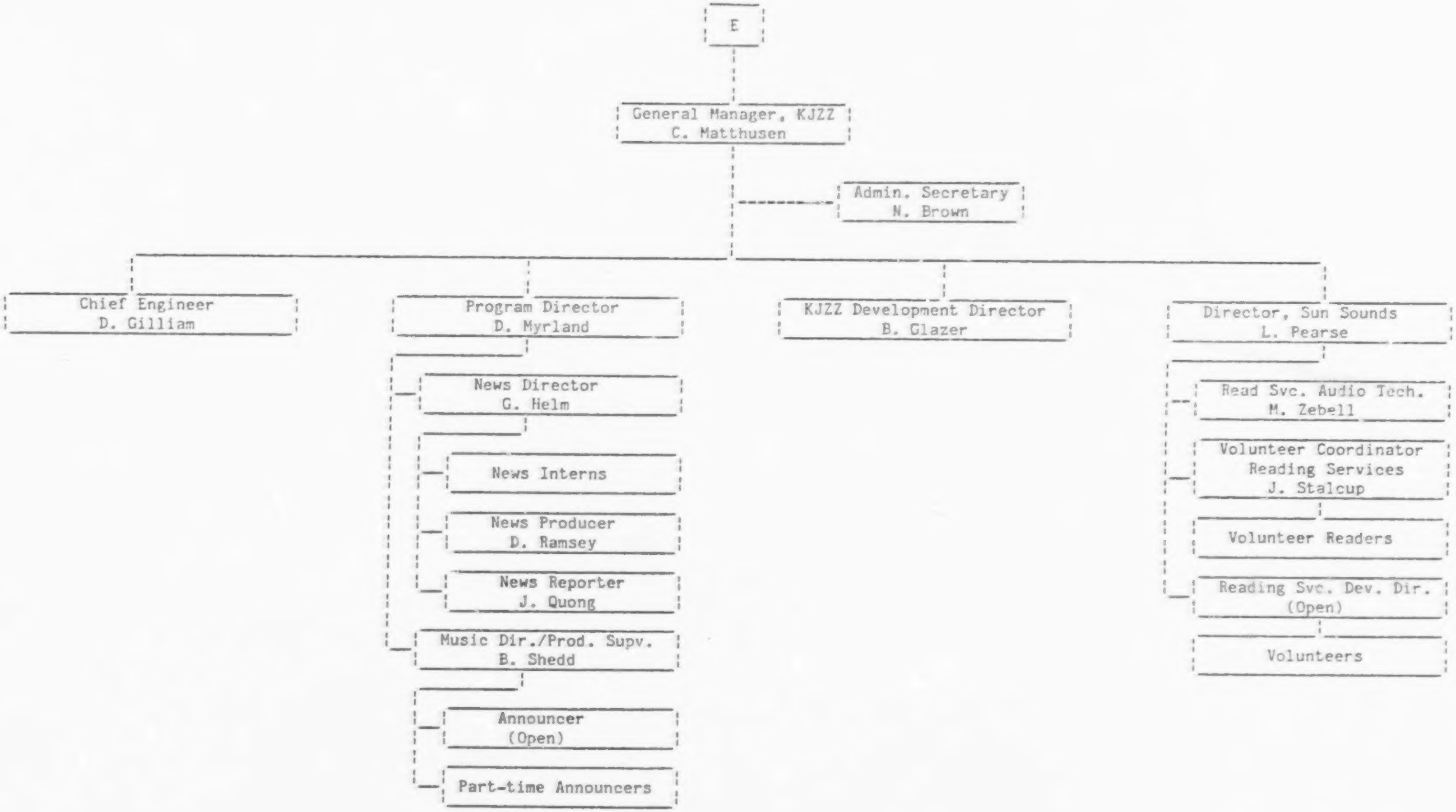
E
General Manager, KJZZ
C. Matthusen
Admin. Secretary
N. Brown
Chief Engineer
D. Gilliam
Program Director
D. Myrland
KJZZ Development Director
B. Glazer
Director, Sun Sounds
L. Pearse
News Director
G. Helm
News Interns
News Producer
D. Ramsey
News Reporter
J. Quong
Music Dir./Prod. Supv.
B. Shedd
Announcer
(Open)
Part-time Announcers
Read Svc. Audio Tech.
M. Zebell
Volunteer Coordinator
Reading Services
J. Stalcup
Volunteer Readers
Reading Svc. Dev. Dir.
(Open)
Volunteers

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APPENDIX C

CERTIFICATE AND DEGREE PROGRAMS

APPENDIX C

CURRICULUM DEVELOPMENT: CERTIFICATES/DEGREES

YEAR	MCCCD BOARD	CERTIFICATE/DEGREE	CREDITS
1981-82	05/11/82	Certificate of Completion in Small Business Management and Survival	13
1981-82	05/11/82	Certificate of Completion in Secretarial Science	31
1981-82	05/11/82	Certificate of Completion in Word/Information Processing	32
1981-82	04/13/82	Certificate of Completion in Fire Science	36
1981-82	04/13/82	Associate of Applied Science in Fire Science	64
1981-82	05/11/82	Certificate of Completion in Chemical Dependency Level I	21
1981-82	05/11/82	Certificate of Completion in Chemical Dependency Level II	42
1981-82	05/11/82	Associate of Applied Science in Chemical Dependency	64
1981-82	06/08/82	Associate of Applied Science in Construction Electrician	64
1981-82	06/08/82	Certificate of Completion in Construction Electrician	40
1981-82	05/11/82	Certificate of Completion in Diesel Engine Mechanics	32
1981-82	05/11/82	Associate of Applied Science in Diesel Engine Mechanics	64
1981-82	05/11/82	Certificate of Completion in Equipment Operation	31
1981-82	05/11/82	Associate of Applied Science in Equipment Operation	64
1981-82	05/11/82	Associate of Applied Science in Heavy Duty Mechanics	64
1981-82	05/11/82	Certificate of Completion in Heavy Duty Mechanics	32
1981-82	05/11/82	Certificate of Completion in Plant Equipment Operation	33
1981-82	05/11/82	Associate of Applied Science in Plant Equipment Operation	64

APPENDIX C

CURRICULUM DEVELOPMENT: CERTIFICATES/DEGREES

YEAR	MCCCD BOARD	CERTIFICATE/DEGREE	CREDITS
1981-82	05/11/82	Associate of Applied Science in Plant Mechanics	64
1981-82	05/11/82	Certificate of Completion in Plant Mechanics	33
1981-82	05/11/82	Certificate of Completion in Electronics Technology Level II	46
1981-82	05/11/82	Certificate of Completion in Electronics Technology Level I	22
1981-82	05/11/82	Associate of Applied Science in Electronics Technology	64
1981-82	05/11/82	Associate of Applied Science in Semiconductor Process Technology	64
1981-82	05/11/82	Certificate of Completion in Semiconductor Process Technology Level I	22
1981-82	05/11/82	Certificate of Completion in Semiconductor Process Technology Level II	40
1982-83	12/14/82	Certificate of Completion in Basic Banking	12
1982-83	12/14/82	Certificate of Completion in Real Estate in Banking	12
1982-83	04/12/83	Certificate of Completion in Supervision	15
1982-83	05/10/83	Certificate of Completion in Geriatric Nursing Assistance	11
1982-83	06/09/83	Certificate of Completion in Carpentry	30
1982-83	12/14/82	Associate of Applied Science in Ironworking	64
1982-83	12/14/82	Certificate of Completion in Ironworking	36
1982-83	06/09/83	Associate of Applied Science in Printed Circuit Board Technology	64
1982-83	06/09/83	Certificate of Completion in Printed Circuit Board Technology	36
1982-83	05/10/83	Certificate of Completion in Manufacturing Technology	24
1983-84	04/10/84	Associate of Applied Science in Banking and Finance/Real Estate	64

APPENDIX C

CURRICULUM DEVELOPMENT: CERTIFICATES/DEGREES

YEAR	MCCCD BOARD	CERTIFICATE/DEGREE	CREDITS
1983-84	04/10/84	Associate of Applied Science in Supervision	64*
1983-84	04/10/84	Certificate of Completion in Advanced Supervision	32*
1983-84	11/08/83	Associate of Applied Science in Construction Trades: Carpentry	64
1983-84	05/08/84	Certificate of Completion in Plumbing	40
1983-84	05/08/84	Associate of Applied Science in Pipe Fitting Trades: Plumbing	64
1983-84	06/05/84	Certificate of Completion in Refrigeration/Air Conditioning	40
1983-84	06/05/84	Associate of Applied Science in Pipe Fitting Trades: Refrigeration/Air Conditioning	64
1983-84	06/05/84	Associate of Applied Science in Pipe Fitting Trades: Steam Fitting/Pipe Fitting	64
1983-84	06/05/84	Certificate of Completion in Steam Fitting/Pipe Fitting	40
1983-84	01/10/84	Certificate of Completion in Telecommunications Technology: Level I	20
1983-84	10/11/83	Certificate of Completion in Water/Wastewater Technology Level II	24
1983-84	05/10/83	Certificate of Completion in Water/Wastewater Technology Level I	9
1983-84	10/11/83	Associate of Applied Science in Water/Wastewater Technology	64
1984-85	04/09/85	Associate of Applied Science in Banking and Finance/Operations and Supervision	64
1984-85	04/09/85	Associate of Applied Science in Banking and Finance/Lending	64
1984-85	04/09/85	Certificate of Completion in Lending	15
1984-85	01/08/85	Certificate of Completion in Business/Materials Management	32*
1984-85	01/08/85	Associate of Applied Science in Business/Materials Management	64*

* Minimum Credits

APPENDIX C

CURRICULUM DEVELOPMENT: CERTIFICATES/DEGREES

YEAR	MCCCD BOARD	CERTIFICATE/DEGREE	CREDITS
1984-85	05/14/85	Certificate of Completion in Bricklaying	39
1984-85	05/14/85	Associate of Applied Science in Masonry and Allied Trades: Bricklaying	64
1984-85	01/08/85	Associate of Applied Science in Construction Trades: Millwright	64
1984-85	01/08/85	Certificate of Completion in Millwright	38
1984-85	01/08/85	Associate of Applied Science in Construction Trades: Painting	64
1984-85	01/08/85	Certificate of Completion in Painting	30
1984-85	01/08/85	Certificate of Completion in Roofing	20
1984-85	12/11/84	Associate of Applied Science in Construction Trades: Sheet Metal	64
1984-85	12/11/84	Certificate of Completion in Sheet Metal	40
1984-85	01/08/85	Associate of Applied Science in Quality Control Technology	64
1985-86		Associate of Applied Science in Executive Housekeeping	
1985-86		Certificate of Completion in Executive Housekeeping	
1985-86		Certificate of Completion in Microcomputer Applications	
1985-86		Associate of Applied Science in Packaging Machine Technology	
1985-86		Certificate of Completion in Packaging Machine Technology	

27 Associate of Applied Science Degrees
38 Certificates

APPENDIX D

FINANCIAL RESOURCES

APPENDIX D 1

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

SOURCES OF INCOME

UNRESTRICTED GENERAL FUND

	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86 Projected
District Levy	$26,335,661	$30,239,029	$32,355,751	$33,853,458	$39,264,257	$43,170,096	$51,069,881	$57,919,944
State Aid	14,006,272	13,517,344	16,215,736	14,903,432	16,712,359	17,603,897	19,425,182	18,351,000
Cash Balance	3,681,192	2,290,152	2,197,270	6,090,406	5,800,000	9,528,785	5,750,000	3,000,000
In-Lieu Tax & Misc. Income	4,035,000	2,011,600	2,376,243	2,377,704	3,823,384	5,190,585	4,735,000	5,148,056
Tuition & Fees	1,050,000	1,050,000	3,550,000	5,750,000	6,400,000	9,709,481	9,900,000	11,126,000
TOTAL	$49,108,125	$49,108,125	$56,695,000	$62,975,000	$72,000,000	$85,202,844	$90,880,000	$95,545,000

District Levy	53.6%	61.6%	57.1%	53.8%	54.5%	50.7%	56.2%	60.6%
State Aid	28.5%	27.5%	28.6%	23.7%	23.2%	20.6%	21.4%	19.2%
Cash Balance	7.5%	4.7%	3.9%	9.7%	8.1%	11.2%	6.3%	3.2%
In-Lieu Tax & Misc. Income	8.2%	4.1%	4.1%	3.7%	5.3%	6.1%	5.2%	5.4%
Tuition & Fees	2.2%	2.1%	6.3%	9.1%	8.9%	11.4%	10.9%	11.6%

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APPENDIX D 2

ASSESSED VALUATION - MARICOPA COUNTY

	TOTAL ASSESSED VALUATION	AMOUNT OF INCREASE	PERCENT INCREASE	PER FULL-TIME STUDENT
1978	$3,321,826,293	$263,311,541	8.6%	$105,321
1979	3,553,963,241	232,136,948	7.0%	130,191
1980	3,822,449,353	268,486,112	7.6%	135,055
1981	4,537,808,362	715,359,009	18.7%	161,983
1982	5,257,661,522	719,853,160	15.9%	183,655
1983	6,372,193,869	1,114,532,347	21.2%	211,231
1984	7,049,314,232	677,120,363	10.6%	247,589
1985	8,073,816,168	1,024,501,936	14.5%	___

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

TAX RATES

	1984-85	1985-86	Increase/ <Decrease> Amount	Percent Increase/ <Decrease>
Amount Levied				
Primary Tax	$ 54,719,818	$ 57,919,944	$ 3,200,126	5.8
Secondary Tax	—	9,265,991	9,265,991	—
Total Property Tax Levies	$ 54,719,818	$ 67,185,935	$ 12,466,117	22.8
Rates Per $100 Net Assessed Valuation:				
Primary Rate	$ .750	$ .694	$ < .056>	< .075>
Secondary Rate	—	.097	.097	—
Total Tax Rate	$ .750	$ .791	$ .041	.055

APPENDIX D 3

RIO SALADO COMMUNITY COLLEGE

BUDGET HISTORY

	General Fund	College Activities	Special Interest	Summer School	Restricted Funds	Capital Funds
1978-79	$5,091,718	$ 152,000	$ 303,778	$ --	$ 283,905	$ 71,890
1979-80	2,868,802	87,500	333,100	27,720	417,529	58,008
1980-81	3,557,337	81,950	142,407	6,450	* 2,824,064	85,668
1981-82	4,004,107	80,374	136,096	14,800	* 2,615,517	78,000
1982-83	4,590,039	84,226	186,140	17,100	* 2,546,731	303,500
1983-84	5,505,521	77,913	345,027	41,216	* 2,802,152	215,424
1984-85	6,260,147	75,000	358,211	61,896	* 2,687,495	160,296
1985-86	6,755,099	75,000	541,335	113,016	* 4,627,490	* 469,434

* Includes Maricopa Skill Center

APPENDIX D 4

RIO SALADO COMMUNITY COLLEGE

CAPITAL BUDGET
(FUND 7)

	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Buildings and Ground Project	$ ---	$ ---	$ 6,600	$ ---	$ ---	$ ---	$ ---	$ ---
Library Books	---	---	---	---	---	---	---	500
Furniture and Equipment	55,000	25,000	43,400	60,000	50,000	50,000	50,000	128,634
Unexpended Previous Allocation	---	---	---	---	---	22,772	< 7,000 >	---
Basic Allocation	$ 55,000	$ 25,000	$ 50,000	$ 60,000	$ 50,000	$ 72,772	$ 43,000	[o]$ 129,134
Vocational Allocation	---	11,880	11,668	---	161,000	132,652	102,875	181,000
Replacement Allocation	16,890	21,128	24,000	18,000	---	10,000	10,000	---
Computer Allocation	---	---	---	---	---	---	---	159,300
Other	---	---	---	---	92,500	---	4,421	---
TOTAL	$ 71,890	+$ 58,008	$ 85,668	$ 78,000	$ 303,500	$215,424	$ 160,296	*$469,434

+ Allocation for remodeling of administrative offices not included

[o] Includes replacement allocation

* Includes Maricopa Skill Center

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APPENDIX D 5

RIO SALADO COMMUNITY COLLEGE

STUDENT FEES AND TUITION

	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Student Fees:								
1 Credit Hour	$ 10	$ 10	$ 10	$ 10				
2-9 Credit Hours	15	30	30	30				
10 or More Credit Hours	35	50	50	50				
Per Credit Hour	--	--	--	--	*$ 6	$ 6	$ 6	$ 6
General Tuition:								
Per Credit Hour	--	--	3	5	5	8	8	10

* Maximum Charge of $132/Semester

ASSOCIATED STUDENTS AND COLLEGE ACTIVITIES BUDGET (FUND 2)

	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Base Allocation	$152,000	$ 70,000	$ 50,000	$ 50,000	$ 55,000	$ 70,000	$ 75,000	$ 75,000
Student Handbook	---	4,000	---	---	---	---	---	---
Subtotal	$152,000	$ 74,000	$ 50,000	$ 50,000	$ 55,000	$ 70,000	$ 75,000	$ 75,000
Anticipated Cash Balance Forward	---	13,500	31,950	29,374	28,226	7,913	---	---
Anticipated Miscellaneous Revenue	---	---	---	1,000	1,000	---	---	---
TOTAL	$152,000	$ 87,500	$ 81,950	$ 80,374	$ 84,226	$ 77,913	$ 75,000	$ 75,000

APPENDIX D 6

RIO SALADO COMMUNITY COLLEGE

EXTERNAL FUNDS

Fiscal Year 1985-86

	Federal	State	Other	Total
Adult Basic Education				
ABE Conference	$ —	$ 23,938	$ —	$ 23,938
Student Retention	—	8,667	—	8,667
Three R's of ABE	—	7,314	—	7,314
CHAPS	—	49,996	9,498	59,474
Countywide Program for				
ABE & ESL	—	249,519	—	249,519
GED	—	112,377	—	112,377
Corporate Training Service (Sears)	—	20,000	—	20,000
Corporate Public Broadcasting				
Community Service Grant (10/84-9/86)	109,964	—	—	109,964
Community Service Grant (10-85-9/87	111,706	—	—	111,706
Homebound Project	—	17,027	5,255	21,282
KJZZ Listener Funds	—	—	220,997	220,997
Sun Sounds	73,425	56,200	212,423	342,048
TOTALS	$ 295,095	$ 545,038	$ 448,173	$ 1,287,286

APPENDIX D 7

RIO SALADO COMMUNITY COLLEGE
OPERATIONAL EXPENDITURE ANALYSIS
BY CATEGORY

Category (Function)	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Instruction	$1,127.39	$ 987.70	$1,074.02	$1,206.39	$1,351.17	$1,556.37	$1,524.21
Library & Audio Visual	24.47	7.44	8.52	6.82	17.30	21.93	22.11
Administration	124.07	56.94	65.09	70.15	71.99	90.99	120.85
Student Services	195.13	155.82	171.24	143.42	131.51	140.89	119.82
General Institutional *	--	--	--	88.57	139.80	148.39	26.55
Physical Plant	14.92	13.62	22.08	32.56	30.13	28.29	134.53
TOTALS	$1,485.98	$1,221.52	$1,340.95	$1,547.91	$1,741.90	$1,986.86	$1,948.07

Category (Object)	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Personal Services	$1,061.62	$ 872.53	$ 960.99	$1,065.14	$1,160.00	$1,348.90	$1,275.18
Employee Benefits	104.51	85.23	103.21	117.11	137.92	153.22	169.43
Contractual Services	37.73	31.27	35.31	51.44	49.63	108.50	134.93
Supplies	41.75	33.13	39.08	33.06	39.40	51.77	47.03
Current Fixed Charges	153.27	131.09	135.54	190.35	250.26	247.67	232.59
Utilities & Communications	78.33	62.02	59.06	81.02	93.30	54.03	60.38
Travel	6.61	4.91	4.42	7.62	9.25	13.41	11.43
Lease Retirements	--	--	--	--	--	5.19	--
Miscellaneous & Transfers	2.16	1.34	3.34	2.17	2.14	4.17	17.10
TOTALS	$1,485.98	$1,221.52	$1,340.95	$1,547.91	$1,741.90	$1,986.86	$1,948.07

* General Institutional was combined with Student Services until 1981-82

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APPENDIX E

INSTITUTIONAL DATA FORMS

Name and Location of Institution
RIO SALADO COMMUNITY COLLEGE
135 N. 2nd Avenue
Phoenix , AZ 85003

DATA FORM A - PART 1

FULL-TIME ENROLLMENT
OPENING FALL ENROLLMENT FOR CURRENT ACADEMIC YEAR AND PREVIOUS TWO YEARS
(Report for this campus only)

		1985 - 86	1984 - 85	1983 - 84
UNDERGRADUATE	- Bachelor's oriented (Definitions I, A & B)	42	49	27
Freshman	- Occupationally oriented (Definition I, C)	103	96	44
	- Undeclared (Definition I, D-Junior or Community Colleges only)	10	24	64
Sophomore	- Bachelor's oriented (Definitions I, A & B)	14	11	10
	- Occupationally oriented Definition I, C)	11	24	17
	- Undeclared (Definition I, D-Junior or Community Colleges only)	4	1	1
Junior		N/A	N/A	N/A
Senior		N/A	N/A	N/A
TOTAL UNDERGRADUATE		184	205	163
GRADUATE				
Master's		N/A	N/A	N/A
Specialist				
Doctoral				
TOTAL GRADUATE				
PROFESSIONAL (By degree)				
TOTAL PROFESSIONAL				
UNCLASSIFIED (Senior institutions only)				
TOTAL UNCLASSIFIED				
TOTAL ALL LEVELS				

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NCA APPENDIX E 3 Name and Location of Institution

RIO SALADO COMMUNITY COLLEGE
135 north 2nd Avenue
DATA FORM A - PART 2 Phoenix, AZ 85003

PART-TIME ENROLLMENT
OPENING FALL ENROLLMENT FOR CURRENT ACADEMIC YEAR AND PREVIOUS TWO YEARS
(Report for this campus and its extension operations only)

		FALL	19 85 - 86		19 84 - 85		19 83 - 84	
		(Definition VI, A & B)	Resident	Exten.	Resident	Exten.	Resident	Exten.
UNDERGRADUATE		- Bachelor's oriented (Definitions I, A & B)	7,748		3,494		2,456	
	Freshman	- Occupationally oriented (Definition I, C)	1,339		13,120		8,591	
		- Undeclared (Def. I, D - Junior or Community Colleges only)	624		1,994		3,920	
		- Bachelor's oriented (Definitions I, A & B)	446		1,021		1,252	
	Sophomore	- Occupationally oriented (Definition I, C)	1,621		4,179		3,964	
		- Undeclared (Def. I, D - Junior or Community Colleges only)	95		233		649	
	Junior		N/A	N/A	N/A	N/A	N/A	N/A
	Senior		N/A	N/A	N/A	N/A	N/A	N/A
	TOTAL UNDERGRADUATE		11,873		24,041		20,832	
GRADUATE								
	Master's		N/A	N/A	N/A	N/A	N/A	N/A
	Specialist							
	Doctoral							
	TOTAL GRADUATE							
PROFESSIONAL		(By degree)						
	TOTAL PROFESSIONAL							
NON-CREDIT			252		2,342		2,939	
	TOTAL NON-CREDIT							
UNCLASSIFIED (Senior institutions only)			N/A	N/A	N/A	N/A	N/A	N/A
	TOTAL UNCLASSIFIED							
TOTAL ALL LEVELS								

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APPENDIX E

NCA

Name and Location of Institution

RIO SALADO COMMUNITY COLLEGE
135 North 2nd Avenue
Phoenix, AZ 85003

DATA FORM A - PART 3

FULL-TIME EQUIVALENT ENROLLMENT
OPENING FALL ENROLLMENT FOR CURRENT ACADEMIC YEAR AND PREVIOUS TWO YEARS

(As defined by the institution)
Report for this campus only

		1985 -86		1984 -85		1983 -84	
		HC	FTSE	HC	FTSE	HC	FTSE
UNDERGRADUATE	(See definitions I.A thru D)	12,057	2,794.2	12,296	2,797.1	10,858	2,540.1
GRADUATE	(See definition II)						
PROFESSIONAL	See definition III)						
TOTAL		12,057	2,794.2	12,296	2,797.1	10,858	2,540.1

DATA FORM A - PART 4

SUMMER SESSIONS ENROLLMENT
MOST RECENT SESSIONS AND PREVIOUS TWO YEARS

(Report for this campus only)

	1985 -	1984 -	1983 -
TOTAL UNDERGRADUATE	776	997	302
TOTAL GRADUATE			
TOTAL			

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APPENDIX E

NCA

5

Name and Location of Institution

RIO SALADO COMMUNITY COLLEGE
135 North 2nd Avenue
Phoenix, AZ 85003

DATA FORM B - PART 1

STUDENT ADMISSIONS
OPENING FALL ENROLLMENT FOR CURRENT ACADEMIC YEAR AND PREVIOUS TWO YEARS

(Report for this campus only)

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

UNDERGRADUATE AND GRADUATE OPEN DOOR

		19____-____	19____-____	19____-____
FRESHMAN	Number of applicants with complete credentials for admission to the freshman class			
	Number of applicants accepted			
	Number of freshman applicants actually enrolled			
TRANSFER	Number of applicants with complete credentials for admission with advanced standing (transfer)			
	Number of advanced-standing undergraduate applicants accepted			
	Number of advanced-standing undergraduate applicants actually enrolled			
MASTERS	Number of applicants with complete credentials for admission to master's program			
	Number of applicants accepted for master's program			
	Number of applicants actually enrolled in master's program			
SPECIALIST	Number of applicants with complete credentials for admission to specialist programs			
	Number of applicants accepted for specialist programs			
	Number of applicants actually enrolled in specialist programs			
DOCTORAL	Number of applicants with complete credentials for admission to doctoral programs			
	Number of applicants accepted for doctoral programs			
	Number of applicants actually enrolled in doctoral programs			

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Name and Location of Institution
RIO SALADO COMMUNITY COLLEGE
135 North 2nd Ave.
Phoenix, AZ 85003

Student Admissions (continued)
Data Form B - Part 1
(Report for this campus only)

NOT APPLICABLE

PROFESSIONAL

	19___-___	19___-___	19___-___
(By degrees)			
Number of applicants with complete credentials for admission to professional programs			
Number of applicants accepted for professional programs			
Number of applicants actually enrolled in professional programs			

APPENDIX E

NCA 7 Name and Location of Institution

RIO SALADO COMMUNITY COLLEGE
135 North 2nd Ave.
Phoenix, AZ 85003

DATA FORM B - PART 2

ABILITY MEASURES OF FRESHMEN STUDENTS

(Report as applicable for this campus only)

INFORMATION NOT AVAILABLE N/A

A. Class ranking of entering freshmen
- Percent in top 10% of high school class ______
- Percent in top 25% of high school class ______
- Percent in top 50% of high school class ______
- Percent in top 75% of high school class ______

B. SAT scores for entering freshmen
- Class average SAT score on Verbal ______ Mathematical ______
- Percent scoring above 500 on Verbal ______ Mathematical ______
- Percent scoring above 600 on Verbal ______ Mathematical ______
- Percent scoring above 700 on Verbal ______ Mathematical ______

C. Mean ACT scores for entering freshmen
- Composite
  - Mathematics ______
  - English ______
  - Natural Sciences ______
  - Social Studies ______

D. Other tests used for admission or placement
- Test name ______
- Mean or composite ______
- Range ______

DATA FORM B - PART 3

ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report as applicable for this campus only)
Current year only

A. GRADUATE RECORD EXAMINATION (for total Graduate School excluding professional schools)
Range
High ______ Low ______

B. MILLER ANALOGIES TEST (for total Graduate School excluding professional schools)
Range
High ______ Low ______

C. On separate, indicate other test data used for admission

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Name and Location of Institution
RIO SALADO COMMUNITY COLLEGE
~~135 North 2nd Ave.~~
Phoenix, AZ 85003

DATA FORM B - PART 4

STUDENT PERFORMANCE MEASURES
(Cognitive or Affective)

NOT APPLICABLE

On separate sheet, indicate available data which describe longitudinal growth and development of undergraduate students while attending the institution. (Comparative data which indicate student change or progress toward institutional goals.)

N/A

Name and Location of Institution
RIO SALADO COMMUNITY COLLEGE
135 North 2nd Avenue
Phoenix, AZ 85003

DATA FORM B - PART 5

UNDERGRADUATE STUDENT FINANCIAL AID
(Report for this campus only & current year only)

SOURCE OF FUNDING		TOTAL AMOUNT	NUMBER OF STUDENTS AIDED
FEDERAL	- Grants & Scholarships	$ 282,198	
	- Loans	1,411	
	- Employment	1,321	
STATE	- Grants & Scholarships	3,500	
	- Loans		
INSTITUTIONAL	- Grants & Scholarships	2,679	
	- Loans		
	- Employment		
FROM OTHER SOURCES	- Grants & Scholarships	943	
	- Loans		

UNDUPLICATED NUMBER OF UNDERGRADUATE STUDENTS AIDED *
NUMBER OF STUDENTS RECEIVING INSTITUTIONAL ATHLETIC ASSISTANCE
PERCENTAGE OF INSTITUTIONAL AID FOR ATHLETIC ASSISTANCE %

GRADUATE STUDENT FINANCIAL AID
(Report for this campus only & current year only)
Do not include professional students

FEDERAL	- Grants & Fellowships	$	
	- Loans		
	- Employment		
STATE	- Grants & Fellowships		
	- Loans		
INSTITUTIONAL	- Grants, Fellowships, Asst.		
	- Loans		
	- Employment		
FROM OTHER SOURCES	- Grants, Fellowships, Asst.		
	- Loans		

UNDUPLICATED NUMBER OF GRADUATE STUDENTS AIDED

*New system does not currently track unduplicated number of students

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Name and Location of Institution

RIO SALADO COMMUNITY COLLEGE
135 North 2nd Ave.
Phoenix, AZ 85003

DATA FORM C

INSTRUCTIONAL STAFF AND FACULTY NUMBER, DEGREE, AND SALARY

(Report for this campus only)

Include only personnel with professional status who are primarily assigned to RESIDENT INSTRUCTION, AND DEPARTMENTAL OR ORGANIZED RESEARCH. Exclude all non-professional personnel and those professional personnel whose primary function is NOT resident instruction, departmental research or organized reseach.

			FULL-TIME FACULTY & STAFF HIGHEST DEGREE EARNED							FULL-TIME SALARY		
											RANGE	
	Number full-time	Number part-time	Diploma, Certificate, or none	Associate	Bachelor's	1st Professional	Master's	Specialist	Doctoral	Mean	HIGH	LOW
Professor												
Assoc. Professor												
Asst. Professor												
Instructor	4.5						3		1.5	$32,527	$ 42,976	$ 28,269
Teaching assts. & other teaching pers.												
Research staff & research assts.												
Undesignated rank												
Number of instructional staff added for current academic year												
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												

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Name and Location of Institution
RIO SALADO COMMUNITY COLLEGE
135 N. 2nd Ave.
Phoenix, AZ 85003

DATA FORM D

INCOME AND EXPENDITURES
(Report for this campus only)

This report should cover the last completed fiscal year. An institution which closes its books at some date other than June 30 should use its own fiscal period and state the date of closing its books. Where the fiscal year ends on September 30 or later, use the previous fiscal year.

Accounts kept in conformity with the recommendations of the National Committee on the Preparation of the Manual of College and University Business Administration will lend themselves readily to the completion of this report.

Fill in each item in the report form, using zero where there is nothing to report. Please give totals for checking purposes.

Enter figures to the nearest dollar.

An institution maintaining separate corporations for the management of service enterprises (dormitories, bookstores, athletics, etc.) or for other purposes should include the operations of such corporations in this report.

Indicate by check mark whether:

1. Income is reported on cash basis _______ or accrual basis ✓.
2. Expenditures are reported on cash basis _______ or accrual basis ✓.

(Cash basis: Items are reported as income and as expenditures only when cash is received or made available to the institution and when it is paid out.
Accrual basis: Income is taken into the accounts as it becomes due the institution or when a bill is rendered; expenditures are taken into the accounts when obligations are incurred.)

Data Form D follows the format developed by the United States Office of Education, which the institution will use in completion of the HEGIS report.

As an alternative, a comparable financial report may be submitted.

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Name and Location of Institution

RIO SALADO COMMUNITY COLLEGE
135 North 2nd Ave.
Phoenix, AZ 85003

DATA FORM D - PART 1

CURRENT FUNDS REVENUE BY SOURCE
LAST COMPLETED FISCAL YEAR AND PREVIOUS TWO YEARS

SOURCE	AMOUNT		
	1984 - 85	1983 - 84	1982 - 83
A. EDUCATION AND GENERAL (Sum of lines 1,2,3,4,5, 6,7,8,9,10 & 11)	11,987,948	11,755,655	10,185,934
1. Student Tuition and Fees	1,661,437	1,485,163	2,034,547
Percent of Total Educational and General	13.9%	12.6%	20.0%
2. Governmental Appropriations (Sum of lines 2, a,b,c)	5,600,386	6,277,840	5,273,198
Percent of Total Educational and General	46.7%	53.4%	51.8%
a. Federal Government	--0--	--0--	--0--
b. State Government	2,468,825	1,707,578	1,425,534
c. Local Government	3,131,561	4,570,262	3,847,664
3. Endowment Income	--0--	--0--	--0--
Percent of Total Educational and General			
4. Private Gifts	161,129	233,246	205,116
Percent of Total Educational and General	1.3%	2.0%	2.0%
5. Sponsored Research (Sum of lines 5, a thru e)	--0--	--0--	--0--
a. Federally funded Research and Develop. Centers	--0--	--0--	--0--
b. Other Federal Government	--0--	--0--	--0--
c. State Government	--0--	--0--	---0--
d. Local Government	--0--	--0--	---0--
e. Nongovernmental	--0--	--0--	--0--
6. Other Separately Budgeted Research	--0--	--0--	--0--
Percent of Total Educational and General	--0--	--0--	--0--
7. Other Sponsored Programs (Sum of lines 7, a thru d)	2,262,375	1,023,857	737,746
Percent of Total Educational and General	18.9%	8.7%	7.2%
a. Federal Government	20,883	92,748	316,197

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Name and Location of Institution
RIO SALADO COMMUNITY COLLEGE
135 North 2nd Avenue
Phoenix, AZ 85003

DATA FORM D - PART 1

CURRENT FUNDS REVENUE BY SOURCE (cont.)

SOURCE	AMOUNT		
	1984-85	1983-84	1982-83
b. State Government	1,767,179	725,698	316,269
c. Local Government	474,313	205,411	105,280
d. Nongovernmental	--0--	--0--	--0--
8. Hospitals - Public Service Only	--0--	--0--	--0--
Percent of Total Educational and General			
9. Other Organized Activities of Educational Depts.	--0---	--0--	--0--
Percent of Total Educational and General			
10. Sales and Services of Educational Departments	--0--	--0--	--0--
Percent of Total Educational and General			
11. Other Educational and General	2,302,621	2,735,549	1,935,327
Percent of Total Educational and General	19.2%	23.3%	19.0%
B. STUDENT AID (Sum of lines 1 thru 6)	287,228	387,876	263,871
Percent of Total Current Funds Revenue	2.3%	3.1%	2.4%
1. Federal Government	286,285	387,265	263,081
2. State Government	--0--	--0--	--0--
3. Local Government	--0--	--0--	--0--
4. Private Gifts and Grants	943	611	790
5. Endowment Income	--0--	--0--	--0--
6. Other	--0--	--0--	--0--
C. AUXILIARY ENTERPRISES (Sum of lines 1,2 & 3)	105,223	225,240	331,175
Percent of Total Current Funds Revenue	.8%	1.8%	3.1%
1. Housing	--0--	--0--	--0--
2. Food Services	--0--	--0--	--0--
3. Other Auxiliary Enterprises	105,223	225,240	331,175
D. TOTAL CURRENT-FUNDS REVENUE (Sum of items A,B & C)	12,380,399	12,368,771	10,780,980

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Name and Location of Institution
RIO SALADO COMMUNITY COLLEGE
135 North 2nd Avenue
Phoenix, AZ 85003

DATA FORM D - PART 2

CURRENT-FUNDS EXPENDITURES BY FUNCTION
LAST COMPLETED FISCAL YEAR AND PREVIOUS TWO YEARS

SOURCE	AMOUNT		
	1984-85	1983-84	1982-83
A. TOTAL EDUCATIONAL AND GENERAL (Sum of lines 1 thru 9)	8,205,137	10,212,461	8,922,031
1. Instruction and Departmental Research	5,156,950	6,339,038	5,531,959
Percent of Total Educational and General	62.8%	62.1%	62.0%
2. Extension and Public Service	--0--	--0--	267,709
Percent of Total Educational and General			3.0%
3. Libraries	7,692	14,791	34,128
Percent of Total Educational and General	.1%	.1%	.4%
4. Physical Plant Maintenance and Operation	234,796	663,284	624,990
Percent of Total Educational and General	2.9%	6.5%	7.0%
5. General Administration, General Institutional Expense, and Student Services	2,805,699	3,195,348	2,463,245
Percent of Total Educational and General	34.2%	31.3%	27.6%
6. Organized Activities Relating To Educational Depts.	--0--	--0--	--0--
Percent of Total Educational and General			
7. Organized (sponsored and other separately budgeted) Research	--0--	--0--	--0--
Percent of Total Educational and General			
8. Other Sponsored Programs	--0--	--0--	--0--
Percent of Total Educational and General			
9. All Other Educational and General	--0--	--0--	--0--
Percent of Total Educational and General			
B. TOTAL STUDENT AID	3,615,052	286,055	347,719
C. TOTAL AUXILIARY ENTERPRISES (Sum of lines 1,2 & 3)	573,533	526,302	321,774
1. Housing	--0--	--0--	--0--
2. Food Services	--0--	--0--	--0--
3. Other Auxiliary Enterprises	573,533	526,302	321,774
D. CURRENT FUNDS EXPENDED FOR PHYSICAL PLANTS ASSETS NOT INCLUDED ABOVE	27,656	66,146	39,618
E. TOTAL CURRENT-FUNDS EXPENDITURES (Sum of items A,B,C&D)	12,421,378	11,090,964	9,631,142

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NCA 15 Name and Location of Institution

RIO SALADO COMMUNITY COLLEGE
135 North 2nd Ave.
Phoenix, AZ 85003

DATA FORM D - PART 3

PHYSICAL PLANT FIXED ASSETS BY BEGINNING AND ENDING VALUES AND ADDITIONS AND DEDUCTIONS DURING FISCAL YEAR

BALANCE AND TRANSACTION	TYPE OF ASSET				
	LAND	IMPROVE-MENTS	BUILDINGS	EQUIPMENT	TOTAL
1. BOOK VALUE OF PLANT FIXED ASSETS AT BEGINNING OF FISCAL YEAR	--0--	11,508	452,504	2,016,674	2,480,686
2. ADDITIONS TO PLANT FIXED ASSETS DURING YEAR (Sum of lines 2,A-D)	--0--	2,468	--0--	276,543	279,011
A. By Expenditures	--0--	2,468	--0--	217,564	220,032
B. By Gift-In-Kind from Donor	--0--	--0--	--0--	57,832	57,832
C. By Reappraisal of Plant Value	--0--	--0--	--0--	--0--	--0--
D. By Other Additions	--0--	--0--	--0--	1,147	1,147
3. DEDUCTION FROM PLANT FIXED ASSETS DURING THE YEAR	--0--	--0--	--0--	59,806	59,806
4. BOOK VALUE OF PLANT FIXED ASSETS AT END OF FISCAL YEAR	--0--	13,976	452,504	2,233,411	2,699,891

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NCA 16

Name and Location of Institution

RIO SALADO COMMUNITY COLLEGE
135 North 2nd Ave.
Phoenix, AZ 85003

DATA FORM D - PART 4

INSTITUTIONAL INDEBTEDNESS

Amount of indebtedness at the end of each of the last five fiscal years. Exclude annuity contracts for which the institution maintains an adequate reserve. Exclude short-term debt incurred in anticipation of accrued income which permits liquidation of the debt within the subsequent financial year. (Indicate indebtedness which is self-liquidating.)

	TOTAL AMOUNT OF DEBT TO OUTSIDE PARTIES		PLAN FOR LIQUIDATING DEBT
	For Capital Outlay	For Operations	For Operations
1984 - 85	279,396	--0--	--0--
1983 - 84	546,190	--0--	--0--
1982 - 83	620,750	--0--	--0--
1981 - 82	594,076	--0--	--0--
1980 - 81	646,749	--0--	--0--

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APPENDIX E

NCA Rio Salado does not have an actual[17]
library. (See Page 80 for information on library services.)

Name and Location of Institution
RIO SALADO COMMUNITY COLLEGE
135 North 2nd Ave.
Phoenix, AZ 85003

DATA FORM E - PART 1

LIBRARY / LIBRARY LEARNING RESOURCE CENTER
(Present data where applicable or substitute proper HEGIS form)
Report for current year and previous two years
and for this campus only

SELECTED ELEMENTS OF THE COLLECTION & TRANSACTIONS	19____-____	19____-____	19____-____
1. Number of book titles			
2. Number of physical units of microforms, especially microfiche and microfilm. Estimate if necessary.			
3. Number of titles of catalogued non-print media i.e., films, film-loops, filmstrips, slides, video-tapes and disc and tape recordings. Estimate if necessary.			
4. Number of periodical titles			
5. Number of newspapers			
6. Number of other (non-periodical) serial titles			
7. Student use of book collection--number of books in circulation annually among students divided by the number of students enrolled. (FTE)			
8. Student use of reserved books--number of reserved books in circulation annually among students divided by number of students enrolled. (FTE)			
9. Student use of non-print materials--number of non-print media units (filmstrips, tapes, etc.) used annually (in the library/center or outside if checked out) by students divided by number of students enrolled. (FTE) Estimate if necessary			
10. Faculty use of book collection--number of books in circulation annually among faculty divided by the number of faculty. (FTE)			

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Name and Location of Institution

RIO SALADO COMMUNITY COLLEGE
135 North 2nd Ave.
Phoenix, AZ 85003

DATA FORM E - PART 2

LIBRARY / LIBRARY LEARNING RESOURCE CENTER
EXPENDITURES
(Present data where applicable or substitute proper HEGIS form)
Report from current budget & actual expenditures
for previous two years & for this campus only

OPERATING EXPENDITURES	CURRENT	ACTUAL	
	19 85 - 86	19 84 - 85	19 83 - 84
1. Total salaries, before deductions, of regular center staff	47,605	43,077	36,118
2. Salary equivalents of contributed-service staff			
3. Total wages paid to students and other hourly assistants	3,000	5,000	2,000
4. Expenditures for purchase of books and other printed library materials	200	1,000	-0-
5. Expenditures for non-print media	4,250	4,000	4,000
6. Expenditures for binding and rebinding			
7. Expenditures for on-site production of materials	4,000	4,000	2,500
8. Other operating expenditures (INCLUDING replacement of equipment and furnishings but EXCLUDING all capital outlay)			
9. TOTAL (Sum of lines 1 thru 7)	59,055	57,077	44,618
ESTIMATED COST OF ITEMS WHICH, THOUGH NOT CHARGED TO LIBRARY/CENTER ACCOUNTS, CONSTITUTE LIBRARY/CENTER MATERIALS AND SERVICES			
10. Binding			
11. Automation Services			
12. Other (Specify)			
STUDENT AND OTHER HOURLY ASSISTANCE			
13. Annual total number of hours of student assistance			
14. Annual total number of hours of other hourly assistance			

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NCA APPENDIX E

Name and Location of Institution
RIO SALADO COMMUNITY COLLEGE
135 North 2nd Ave.
Phoenix, AZ 85003

DATA FORM F

DEGREE, CERTIFICATE AND DIPLOMA PROGRAMS
CURRENT ACADEMIC YEAR AND PREVIOUS FOUR YEARS
(Report for this campus only)

Certificates, diplomas, and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma or degree; number of students graduated in the past four years, and number preparing to graduate this year. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one of more of the years, please so indicate. Use additional pages if necessary.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM				
		1985 - 86	1984 - 85	1983 - 84	1982 - 83	1981 - 82
Ex.: Bachelor of Arts	History	35	31	37	39	41
Associate of Arts		Not Available	36	42	36	18
Associate of General Studies			51	56	40	20
Associate of Applied Science	Chemical Dependency		4	6	0	0
	Refrigeration		0	2	0	0
	Construction Electrician		5	13	7	0
	Electronic Technology		51	4	44	44
	Plant Mechanics		2	0	0	0
	Plant Equipment Operator		0	1	0	0
	Manufacturing Technology		0	11	12	5
	Fire Science		0	4	11	8
	Ironworking		0	1	0	0
	Data Processing		0	1	0	0
	Semiconductor Process Technology		0	0	40	42
	Automotive Technology		0	0	0	1
Certificates	Chemical Dependency I		8	8	3	0
	Chemical Dependency II		5	7	0	0
	Construction Electrician		10	23	3	0

NCA APPENDIX E
DATA FORM F
Degrees and Certificate Programs (cont.)

Name and Location of Institution
RIO SALADO COMMUNITY COLLEGE
135 North 2nd Ave.
Phoenix, AZ 85003

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM				
		1985 - 86	1984 - 85	1983 - 84	1982 - 83	1981 - 82
Certificates (cont.)		Not Available				
	Electronic Technology I		46	0	43	44
	Electronic Technology II		45	0	43	44
	Fire Science		4	2	2	0
	Manufacturing Technology		7	9	17	0
	Plant Mechanics		1	0	0	0
	Semiconductor Processing I		11	0	40	42
	Semiconductor Processing II		0	0	40	42
	Supervision		34	41	57	27
	Water/Wastewater I		9	9	0	0
	Word/Information Processing		1	0	0	0
	Ironworking		0	5	0	0
	Equipment Operation		0	2	0	0
	Electrician		0	2	0	0

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Name and Location of Institution
RIO SALADO COMMUNITY COLLEGE
135 North 2nd Ave.
Phoenix, AZ 85003

DATA FORM G

PARTIAL FOLLOW-UP OF GRADUATES

(Complete as applicable for your institution or submit similar descriptive data. Provide yearly totals for last three years. Report for this campus only.)

A. CERTIFICATE OR DIPLOMA GRADUATES

GRADUATES OF PROGRAMS EXPLICITLY DESIGNED TO PREPARE STUDENTS FOR IMMEDIATE EMPLOYMENT

Year of Graduation	Number of Graduates	No. Employed in Occup. Directly Related to Program Preparation	No. Employed in Occup. Not Related to Program Preparation	No. Continuing Their Education	Other, e.g. married, military service
19___		N/A	N/A	N/A	N/A
19___					
Last spring					

B. ASSOCIATE DEGREE GRADUATES

GRADUATES OF PROGRAMS EXPLICITLY DESIGNED TO PREPARE STUDENTS FOR IMMEDIATE EMPLOYMENT

Year of Graduation	Number of Graduates	No. Employed in Occup. Directly Related to Program Preparation	No. Employed in Occup. Not Related to Program Preparation	No. Continuing Their Education	Other, e.g. married, military service
19___		N/A	N/A	N/A	N/A
19___					
Last spring					

GRADUATES OF PROGRAMS EXPLICITLY DESIGNED FOR TRANSFER TO A SENIOR INSTITUTION

Year of Graduation	Number of Graduates	Number Transfering	No. Remain. Senior Institution after First Semester	Number Immediately Employed	Other, e.g. married, military service
19___					
19___					
Last spring					

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APPENDIX E

NCA
DATA FORM G
Partial Follow-up of Graduates (cont.)

Name and Location of Institution
RIO SALADO COMMUNITY COLLEGE
~~135 North 2nd Avenue~~
Phoenix, AZ 85003

BACHELOR'S DEGREE GRADUATES

Year of Graduation	Number of Graduates	No. Continuing on To Grad Education	Number Going into Teaching	No. Employed in Non-Teaching Occupations	Other, e.g. married, military service
19____					
19____					
Last spring					

MASTER'S DEGREE GRADUATES

Year of Graduation	Number of Graduates	No. Continuing onto further Grad Study	No. Enter. or Cont. in Teach. or Admin.	No. Employed in Non-Teaching Occupations	Other, e.g. married, military service
19____					
19____					
Last spring					

SPECIALIST DEGREE GRADUATES

Year of Graduation	Number of Graduates	No. Continuing onto further Grad Study	No. Enter. or Cont. in Teach. or Admin.	No. Employed in Non-Teaching Occupations	Other, e.g. married military service
19____					
19____					
Last spring					

DOCTORAL DEGREE GRADUATES

Year of Graduation	Number of Graduates	No. Continuing onto Postdoctoral Study	No. Enter. or Cont. in Teach. or Admin.	No. Employed in Non-Teaching Occupations	Other, e.g. married, military service
19____					
19____					
Last spring					

APPENDIX E

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DATA FORM H

STUDY ABROAD PROGRAMS

NOT APPLICABLE

Name and Location of Institution
RIO SALADO COMMUNITY COLLEGE
135 North 2nd Avenue
Phoenix, AZ 85003

STUDY ABROAD PROGRAMS ADMINISTERED BY THE COLLEGE

List all study abroad programs (semester, junior year, and branch campus) a) which the institution administers and b) through which students gain academic credit.

PROGRAM/SITE(S)	# OF STUDENTS		PROGRAM LENGTH	MAXIMUM # OF CREDITS POSSIBLE	# OF FACULTY & STAFF ON-SITE		DATE OF MOST RECENT PROGRAM EVALUATION
	FROM YOUR INSTITUTION	FROM OTHER INSTITUTIONS			DRAWN FROM CAMPUS STAFF	OFF-CAMPUS STAFF ONLY	

OTHER STUDY ABROAD PROGRAMS AVAILABLE TO YOUR STUDENTS

List all study abroad programs a) through which your participating students automatically receive credit but b) which are administered by other institutions.

PROGRAM/SITE/SPONSOR	# OF YOUR STUDENTS			MAXIMUM # OF CREDITS
	198_-8_	198_-8_	198_-8_	

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Name and Location of Institution
RIO SALADO COMMUNITY COLLEGE
135 North 2nd Ave.
Phoenix, AZ 85003

DATA FORM I
INTERCOLLEGIATE ATHLETICS
NOT APPLICABLE

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve a) formal agreements (association, league) to compete with other institutions, b) student athletes identified as members of a particular team, and c) professional staff.

PROVIDE NAME(S) OF INTERCOLLEGIATE ATHLETIC ASSOCIATIONS IN WHICH THE INSTITUTION HOLDS MEMBERSHIP:

FOR MOST RECENT ACADEMIC YEAR										OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS		
# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		# OF ATHLETIC SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP		# OF SCHOLARSHIP STUDENTS COMPLETING DEGREES		# OF STAFF (USE FTE)				
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	198_-8_	198_-8_	198_-8_

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APPENDIX F

STATEMENT OF AFFILIATION

AFFILIATION STATUS OF

RIO SALADO COMMUNITY COLLEGE
135 North Second Avenue
Phoenix, AZ 85003

(Effective October 26, 1981)

CONTROL:	Rio Salado Community College is a non-campus, public institution operating as a member of the Maricopa County Community College District under guidelines provided by the State Board of Directors for Community Colleges of Arizona.
STATUS:	Rio Salado Community College is accredited by the Commission of Institutions of Higher Education of the North Central Association of Colleges and Schools.
EDUCATIONAL PROGRAMS:	The College offers programs leading to Certificates and to the Associate’s (arts and sciences curricula and vocational - technical curricula) degree. It also offers credit and non-credit courses not part of the these programs.
LOCATIONS:	The College’s credit and non-credit programs and courses are offered throughout the county at community/industry sites and through telecommunications technologies.
STIPULATIONS:	None
REPORTS REQUIRED:	None
FOCUSED EVALUATIONS:	None

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COMPREHENSIVE EVALUATIONS:	Rio Salado Community College's most recent comprehensive evaluation occurred in 1980-81. Its next comprehensive evaluation is scheduled for 1985-86.

APPENDIX G

EXHIBITS

APPENDIX G

LIST OF EXHIBITS

A. College: Plans, Policies, Procedures, Publications

1. Budget Plan
2. Faculty Survey
3. Graphic Standards Policy
4. FTSE Chart Regular
5. FTSE Chart Short-term
6. Job Descriptions
7. Newsletter - Faculty
8. Newsletter - Rio
9. Planning Retreat Results
10. Publications - Rio
11. Registration Reports
12. Maricopa Skill Center - Personnel Policy Manual
13. Staff Development Activities
14. Student Recruitment Survey
15. Temporary Employees

APPENDIX G - LIST OF EXHIBITS

B. District: Plans, Policies, Procedures, Publications

1. Arizona Revised Statutes
2. Articulation Agreements
3. Articulation Handbook
4. Budget Development Chart
5. Budgetary, Accounting Reporting Guide
6. Code of Ethics
7. Common Elements
8. Course Equivalency Guide
9. Faculty - Residential Policy Manual
10. Occupational Criteria
11. Policy and Procedures Manuals
12. Management Administrative Technological Policies
13. Precinct Map
14. Professional Staff Association
15. Publication - Ed Cetera
16. Survey - Attitude Toward Higher Education
17. Task Forces

C. Education Programs and Support Materials

1. Class Schedule
2. Degree Sites
3. Evaluation Form - Administration
4. Evaluation Form - Self
5. Evaluation Form - Student
6. Evaluation Report - Student
7. Faculty Handbook - Credit
8. Faculty Handbook - Instructional Technology & Design
9. Faculty Handbook - ABE/GED
10. Military Base Flyers
11. Occupational Education - Master Plan
12. Support Materials - Memory Technique
13. Support Materials - Teaching Study Skills
14. Support Materials - Teaching Short-Term Classes
15. Support Materials - Test-Taking

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ERIC Clearinghouse for
Junior Colleges
JUL 25 1986